

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Unified School District

CDS Code: 43694840000000

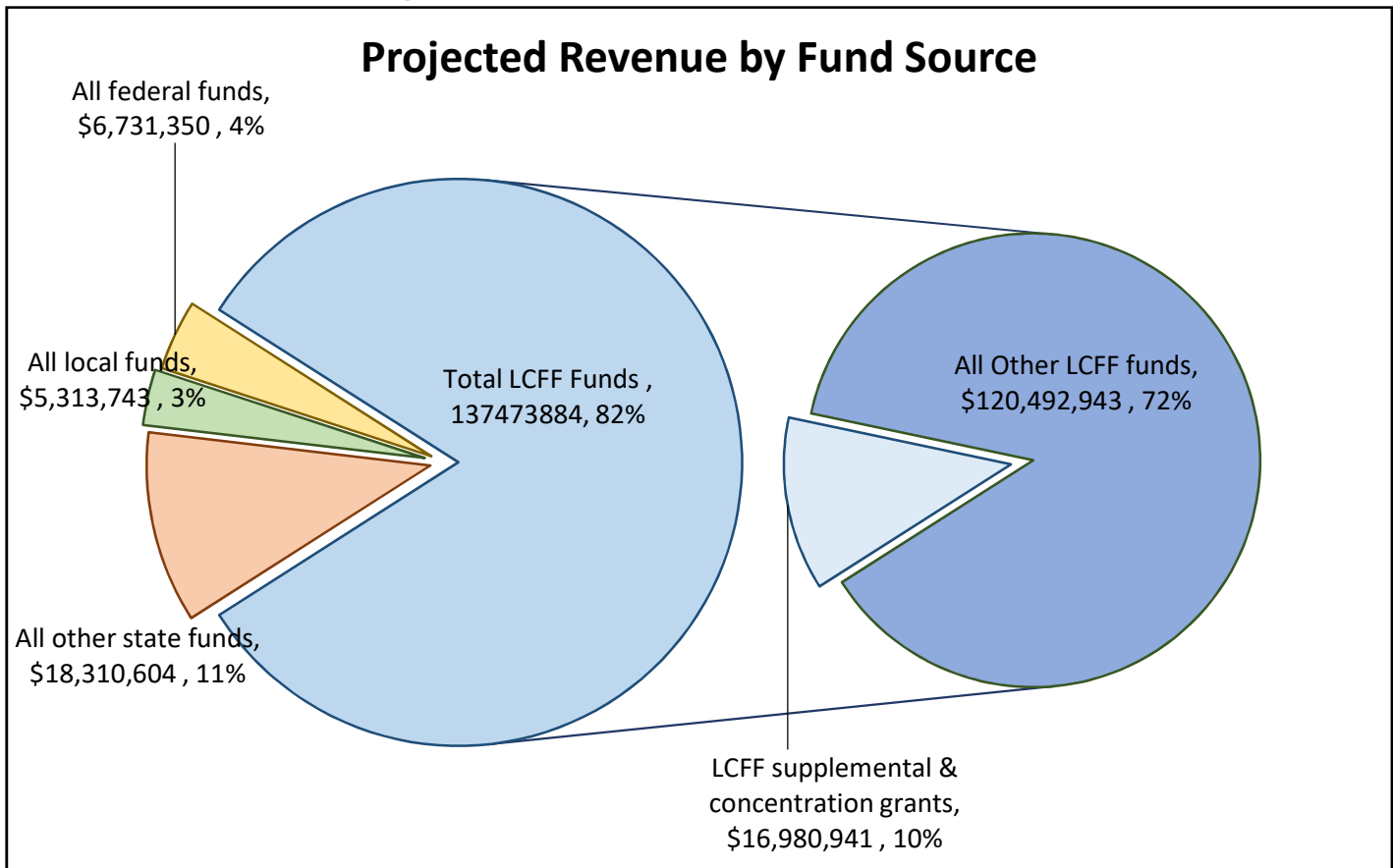
School Year: 2024-25

LEA contact information: Anisha Munshi, Superintendent

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

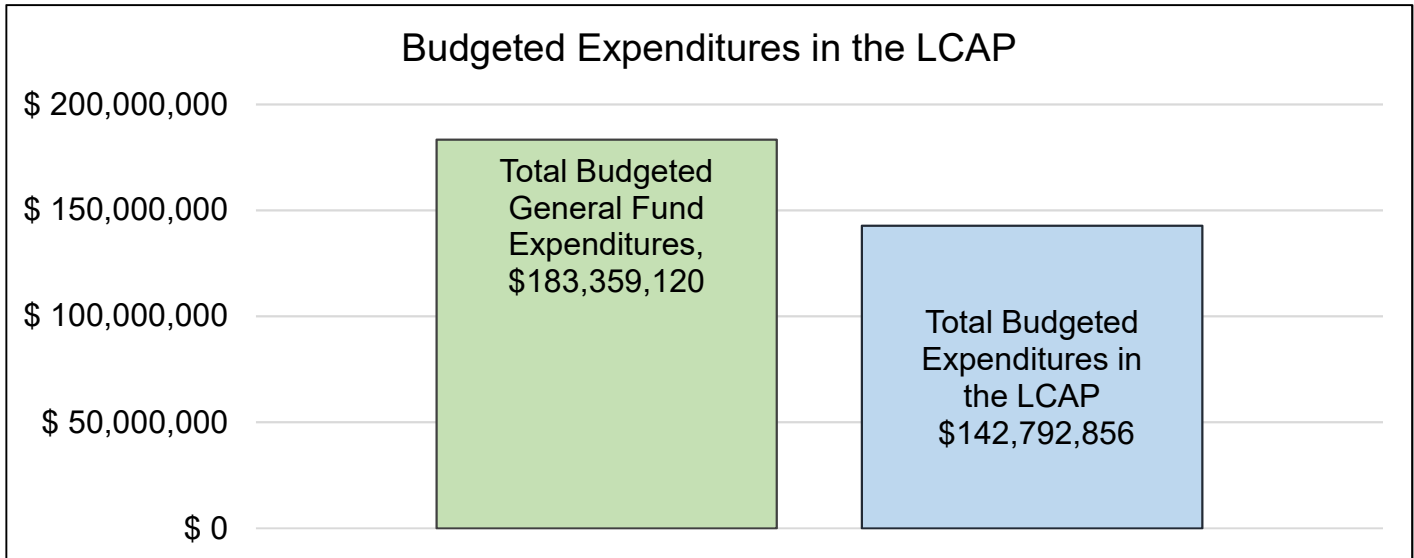


This chart shows the total general purpose revenue Gilroy Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gilroy Unified School District is \$167,829,580.50, of which \$137,473,884.00 is Local Control Funding Formula (LCFF), \$18,310,604.00 is other state funds, \$5,313,743.00 is local funds, and \$6,731,349.50 is federal funds. Of the \$137,473,884.00 in LCFF Funds, \$16,980,941.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Gilroy Unified School District plans to spend \$183,359,120.00 for the 2024-25 school year. Of that amount, \$142,792,856.00 is tied to actions/services in the LCAP and \$40,566,264.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Approximately 88% of the Unrestricted General Fund expenditures go towards all employee salary and benefits, which are included in the LCAP. The remaining general fund expenditures that are not represented in the district's LCAP are general fund expenditures which provide ongoing services, supplies, maintenance and operations to support the mission of the district.

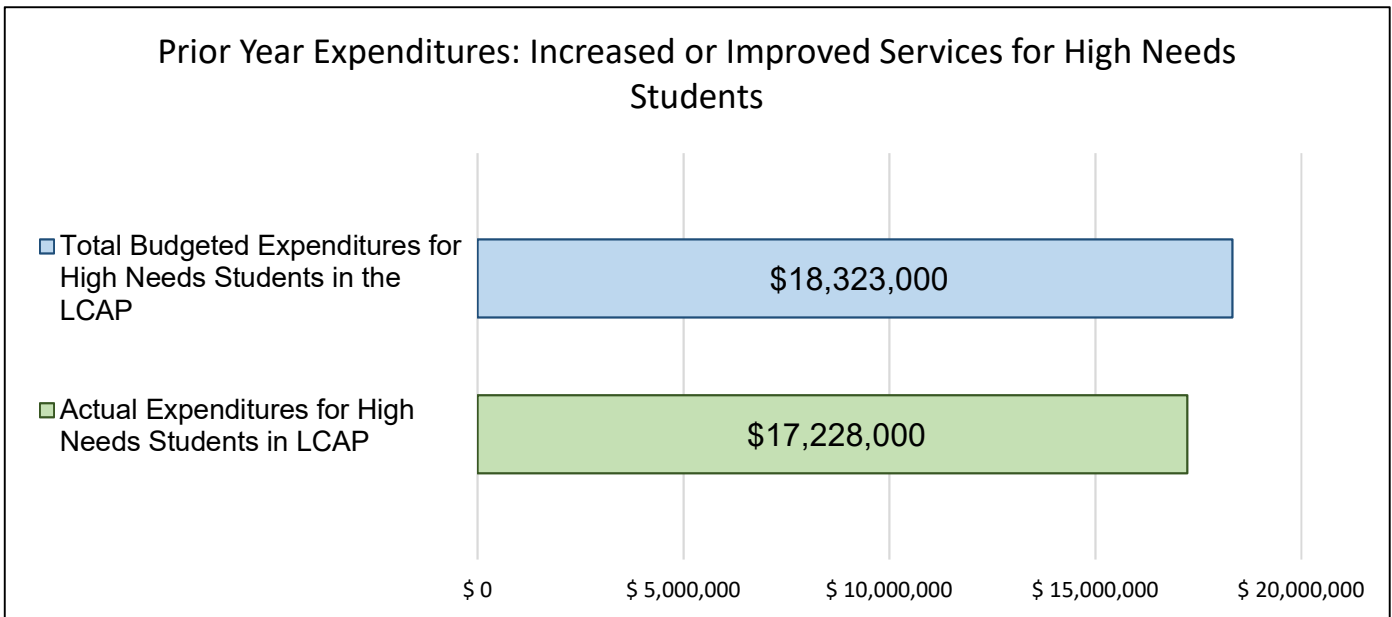
With the District's unduplicated count exceeding 55%, GUSD is able to utilize supplemental and concentration funds towards increasing teacher salaries in direct support of the Board's goal to retain and attract highly qualified teachers. This effort has led to an increase to overall teacher salary and benefits to be able to attract and retain teachers using supplemental and concentration funds.

LCFF Budget Overview for Parents

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

In 2024-25, Gilroy Unified School District is projecting it will receive \$16,980,941.00 based on the enrollment of foster youth, English learner, and low-income students. Gilroy Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Gilroy Unified School District plans to spend \$19,885,149.00 towards meeting this requirement, as described in the LCAP.

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



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

LCFF Budget Overview for Parents

The text description of the above chart is as follows: In 2023-24, Gilroy Unified School District's LCAP budgeted \$18,323,000.00 for planned actions to increase or improve services for high needs students. Gilroy Unified School District actually spent \$17,228,000.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$1,095,000.00 had the following impact on Gilroy Unified School District's ability to increase or improve services for high needs students:

A number of expenditures were moved to utilize one time funds, and other federal funding. In addition, due to staffing shortages, several of the positions that were designated in the LCAP were not filled. This did impact Gilroy Unified's ability to support key LCAP goals supporting the targeted student population.

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
Gilroy Unified School District	Anisha Munshi Superintendent	anisha.munshi@gilroyunified.org 669-205-4000

Goals and Actions

Goal

Goal #	Description
1	Provide high quality instruction and 21st Century learning opportunities to ensure College & Career Readiness

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	51.5% Met/Exceeded (2019)	43% (2021 Star/Map/AP Local Assessments)	41% (2022)	40.2% (2023)	58%
CAASPP Math	44% Met/Exceeded (2019)	48% (2021 Star/Map/AP Local Assessments)	29.7% (2022)	30.4% (2023)	50%
UC/CSU A-G Ready	51% (2020)	51.8% (2021)	48.2% (2022)	45.3% (2023)	60%
Bright Bytes Collaboration	64% (2018-19)	64% (2021)	65% (2022)	NA (Bright Bytes Discontinued)	70%
Bright Bytes Communication	18% (2018-19)	20% (2021)	23% (2022)	NA (Bright Bytes Discontinued)	25%
Bright Bytes Critical Thinking	45% (2018-19)	50% (2021)	52% (2022)	NA (Bright Bytes Discontinued)	50%
Adults w/High Expectations (Very true/Pretty much true)	69% (2017-18 Healthy Kids Survey)	Not Administered in 19-20 or 21-22	84% (22-23 Circle Up Parent Survey) (Often/Sometimes)	85% (23-24 Panorama Parent Survey)	85%
Observation Tool Usage	Quarterly 50% (19-20)	0% (21-22)	70% (22-23)	Less than 50% (23-24)	Monthly 100% secondary Quarterly 100% elementary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SWD students on Certificate of Completion pathway (or Increase SWD graduation rate)	77.9% (2020 SWD 5-year cohort graduation rate)	66.7% (2021 SWD 5-year cohort graduation rate)	58.7% (2022 SWD 5-year cohort graduation rate)	66.9% (2023 SWD 5-year cohort grad rate)	86%
CTE completers (Seniors)	13.6% (2019 CA Dashboard)	17.8% (2020-21)	9.5% (21-22)	11.5% (22-23)	20%
A-G & CTE completers (Seniors)	NA	10.7% (20-21)	5.6% (21-22)	11.8% (22-23)	15%
SWD students 40% or more in general education setting	84% (21-22)	NA	NA	83% (22-23) (Estimate 84% in 23-24)	90%
Secondary schools with site-based EL Specialists to support teachers of ELs	80% (22-23)	NA	NA	87% (23-24)	100%
Implementing Academic State Standards Rubric Score (Prof. Dev. & Inst. Materials)	4 out of 5 (2023)	NA	NA	4 out of 5 (2024)	5 out of 5

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.

- A strong foundation using data analysis began with Elementary staff using data to support learning, especially English learners and special needs students. There were multiple professional development opportunities to train not only Principals but Literacy Facilitators on how to understand the data, using the data to inform instructional practices and how to use the data to support small group learning. Staff were also trained and supported on using the new data analysis program to better understand the language

fluency of their targeted population and increased their ability to met the educational needs of their targeted population with small group instruction, pull out groups and scaffolded curriculum. (Action 1.2)

- Walkthrough tool refinement at both elem & secondary were not realized as much as was hoped for. There still needs to be tool refinement to support learning walks throughout the district. However, the current observation tool was used throughout all the district and meaningful and useful data was able to be extracted. Principals and District staff were able to use observational data to continue to inform discussions about curriculum, instructional practices and the continued needs for staff and students. (Action 1.1)
- High School Math and Science teams were brought together throughout the 23-24 school year to work on scope and sequence, assessments, best instructional practices and curriculum support. Lead by the GUSD STEAM and the SCCOE Science Coordinator, these groups meet quarterly to review, implement, develop and draft curricular maps and assessments and take all the new generated documents back to their school sites for implementation and discussion. (Action 1.2)
- iPad professional development for elementary was an integral part of professional learning for TK- 2 teachers and students. The implementation of iPADS and software highlighted that GUSD is taking multiple actions to meet the needs of the many diverse student population that are enrolled in the district. Furthermore, the IPAD training is directly related to increasing student's skill sets for real world application and college and career readiness. (Action 1.4)
- There were some differences in the planned action and implementation of the actions.
- We were not able to hire several Tech & NGSS Specialists. Although we were not able to hire some of the planned TOSAs and Specialists, other site Specialists stepped up to support the sites that did not have specific staffing. Actions, such as one on one meetings with administrators, supportive conversations with Science departments lead team and chairs helped to fill in and support the void that may have occurred with some of the 23-24 school year staffing challenges. (Action 1.6)
- CTE and Electives did not expand into middle schools due to time constraints. In order for CTE and Electives to be part of the Middle School schedule, an entirely new schedule for the middle schools had to be built. Additionally, in order for CTE and Electives to expand into middle schools, all educational partners, including the Teacher Union, had to be informed of the potential changes in the daily middle school schedule and give feedback on the schedule in order for the schedule change to move forward. Educational Services was able to meet with Educational Partners at each of the middle school school sites to inform them of the needed schedule changes so that Electives and CTE courses could be implemented in the 24-25 school year. The Educational Partner information and feedback meetings took many weeks to implement. The end result, after many meetings with staff, parents, students and community, has resulted in changing the Middle School bell schedule to accommodate for CTE and Elective courses for 24-25. The ELA Enrichment period also was taken out of the daily schedule to accommodate for room in a student's schedule for an elective or CTE course. These changes to the schedule also addressed college and career readiness as many of the proposed CTE and Elective courses for the 24-25 school year support specific learning opportunities and skills that will help all students become college and career ready. (Action 1.3 & 1.9)

- Work-based learning for SWD support was vacant for much of the year. However, mid year we were able to hire staff for the position. That person caught up quickly on some of the actionable supports that were needed and continues to meet the goals that are laid forth by the job description. That person also is working closely with Student Services and the Program Administrator for work based learning to continue to align the needs of SWD with access, placement and the goals of work based learning. (Action 1.3)

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.

- Money was allocated for professional development for the Dual Immersion program. However, Dual Immersion teachers received training in the new Heggerty phonics curriculum (K-2) and that professional development had already been paid for. The 3-5 Dual Immersion teaches did not receive targeted professional development in 23-25, however, in the 24-25 plan, the action item will still remain as there is a continued recognized need to support the Dual Immersion program. (Action 1.1)
- Based in staff instructional needs, there was an increase of \$10,000 spent on Heggerty Phonics curriculum professional development. Heggerty curriculum supports all learners with phonics, especially students that are new to the English language and students with special needs. (1.2)

* Additional funds were spent on the Pathful, Inc. career software for students with disabilities. (1.3)

* Additional funds were spent to support attendance at STEAM and CUE conferences, as well as on additional educational software programs.

- The amount paid in regards to the position, Educational Services Coordinator, increased from a .6FTE to a .9FTE. Therefore, there was an increase in LCAP monies that went towards that specific position (Action 1.5), though there wasn't a significant overall expenditure.
- The amount spent for Technology Instructional Specialists and Elementary support TOSA decreased from the original amount as we were not able to hire 1.5FTE for the position (Action 1.6).

* The Special Ed department decided not to add the additional Sunday PD for staff (1.7).

- The amount spent for CTE support with a .2 FTE decreased from the original amount as we were only able to hire that specific position for a .1 FTE (Action 1.8)

* Site expenditures were under the expected due to staffing and substitute shortages at several sites (1.10).

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

Walkthroughs and sites visits were much less frequent compared to prior years. Based on feedback from administrators and district office staff, the development and the use of observation tools for TK-12 learning walks were not as effective as was hoped for (Action 1.1)

Action 1.2

There was an abundance of support given to targeted staff throughout the 23-24 school year. The Action 1.2 was very effective throughout the 23-24 school year. The targeted groups included Elementary Math and Literacy, High School Math and Science and the use of the new phonics programs by K-2 staff. The district implemented PD for all teachers across all content areas. Based on feedback from staff surveys on the district PD days, and individual PD trainings (i.e. Heggerty K-2, Curricular Mapping teams) these were effective action. (Action 1.2)

Action 1.3:

Based on feedback and data from secondary counselors, the use of California Colleges.org has been effective and continues to inform students, parents and school personnel in planning and achieving career pathway goals. Effective Work-based learning opportunities are increasing throughout the GUSD CTE pathways with guest speakers and field trips to Industry locations. For the first time Mount Madonna was able to go on two field trips utilizing K12SWP funding. Earn and Learn, Pilot City, and Flex Factor were not continued this year, although collaboration with Santa Clara Office of Education CTE has resulted in effectively obtaining K12 SWP grants that have increased Work-based Learning opportunities and hiring of a WBL CTE administrator for the 24-25 school year. Through feedback from students, teachers and Industry leaders, Rock the Mock and Career Fairs have been effective and grown throughout the secondary schools and have been effective in supporting our secondary students. Now all secondary schools have Career Fairs and all four high schools participate in Rock the Mock interview days. Based on parent and student feedback, Cal-SOAP services at the high school level continue to be effective and will be continued and expanded with implementation of the Golden State Pathways Program and Career and College Pathway grants applied for this 23-24 school year. With information from all middle school counselors the implementation of three assignments per year on the California Colleges website in goal setting and backward planning has been successful and effective.

Action 1.4:

Based on the survey feedback from staff, the action of TK-12 professional development for Educational Technology during release days, afterschool training sessions and district wide professional development days, was deemed very effective by staff and administrators. Teacher feedback from in class coaching sessions on Educational Technology were deemed very effective.

Action 1.5:

Professional Development for all teachers captured and targeted the goals of LCAP. Specific training that included SEL, student engagement strategies, building relationships with students, engaging instructional strategies and the development and continued use of looking at data through DPLCs was a strong professional development focus and effectively delivered through the 23-24 school year.

Site leaders also received training throughout the year by outside consultants as well as training that were in-house. (Action 1.5) Student Services also developed a comprehensive professional development plan. The professional development plan offered target training on IEP goals and the writing of effective IEPs.

Action 1.6:

Based on feedback from teachers and administrators, Educational Technology Specialists were deemed effective. Educational Technology Instructional Specialists were hired at all secondary sites. Technology Instructional Specialists provided educational technology training during staff development days, staff meetings, and individual appointments with classroom teachers.

Action 1.7:

Based on feedback from staff, more work needs to be done with training of staff with the writing and implementation of IEPs. Job alike continue to be effective.

Action 1.8:

Based on feedback from Virtual Learning Academy (VLA) families, VLA continues to be an effective learning program for independent studies, especially at the high school level. Due to the low number of middle school VLA students, the district has chosen to discontinue VLA for middle school for the 24-25 school year.

Action 1.9:

Through the effective use of K12SWP grant funds Mount Madonna High School was able to go on two field trips that had labor history themes. Through other District funds Mount Madonna was able to have a series of Culinary demonstration lessons presented to their students by Rebecca's Kneaded Bakery. CTEIG, ACTEIG, Perkins and K12SWP funds have continued to support all GUSD CTE pathways and programs along with LCFF funding for our CTE teacher total compensation. Our Administrator of Alternative Educational Programs continues to effectively write and monitor all CTE program grants and annual expense reports for State and Federal funding sources such as the CTE Incentive Grant, Perkins Grant, and K12SWP Grant for Work Based Learning. Though some work has been done to educate our teachers, the growth of our CTSO's has not been realized and has been ineffective. We have effectively maintained our articulation agreements with Mission College (Culinary) and Ohlone College (Biotechnology) we are in discussion with Gavilan College to develop a CCAP agreement for dual enrollment and have applied for two Dual Enrollment Grants with Gavilan College's support. We continue to collaborate effectively utilizing K12SWP grant funds with STAR Arts Education and 3B productions in the Entertainment Sector with summer programs and Elementary plays. We continue to work effectively with Rebecca's Kneaded Bakery with demonstration classes at Gilroy High School and Mount Madonna High School. We were ineffective in expanding CTE learning opportunities in middle school such as the Arts/Media/Entertainment sector.

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.

For the future LCAP (24-25), we are reorganizing LCAP Goal 1 to align Tier 1 actions as part of Gilroy Unified's efforts to create rigorous, innovative learning environments that support college and career readiness, EdTech integration, and staff professional development. Additional changes for the 2024-25 LCAP are described below:

Action 1.1:

We will continue the action by doing learning walks with all administrators at all school sites throughout the school year. because learning walks provide feedback and data to ensure that the goals of SPSA and LCAP are being met.

Action 1.2:

We will continue the action by implementing target support to students because we have a large group of students who need support such as interventions, phonics development, and Math strategies, especially with elementary students.

Action 1.3:

We will continue the action by increasing the implementation of California Colleges and CAL-SOAP because of the increased need for College and Career support. We will continue to use the California Colleges.org in the middle schools and bridge the career pathway planning and goals into the High School CTE pathways with lessons within the first week of the new school year because we find the program effective at the middle school level and wish to support it throughout High School. We will continue to support and grow effective Work-Based Learning Opportunities for all of our CTE Pathways and secondary schools as they coincide with our Elements of a High Quality CTE program. We also will have a new District administrator, next school year, directly working with all of our schools on Work-based Learning opportunities. We will continue to collaborate with Santa Clara Office of Education as well as Gavilan College to connect our CTE pathways through Dual Enrollment opportunities. We will continue the action and include Career Fairs for Elementary Schools as well. We will continue our collaboration with Cal-Soap services and adapt them to support our students participating in CTE through our College and Career grants for Dual Enrollment - CCAP. We will continue as well as adapt the program to be bridged into the high schools with lessons to recap what was learned in middle schools within the first week of 1st year CTE pathways at the High School Levels.

Action 1.4:

We will continue to provide professional development in Educational Technology to all staff. We will also set goals for the continued use of digital devices that meet the needs of all students through learning management applications, instructional resources, and online materials necessary to supplement the core curriculum.

Action 1.5:

We will continue the action by providing professional development services to all staff because of the increased needs of the array of student and individual training needs of staff.

Action 1.6:

We will continue the action by funding Technology Specialists because of the needs of students and staff for College and Career readiness as well as other professional development services.

Action 1.7:

We will continue the action by increasing IEP and Job Alike training because of the many needs of our special education students.

Action 1.8:

We will continue the action by continuing to have Virtual Learning Academy (VLA) because of the need for Independent Studies and Home Hospital for high school students. We will abandon VLA for middle schools.

Action 1.9:

We will continue the action by articulating relationships with outside CTE agencies because of the continued need for college and career readiness. Though we were ineffective in expanding CTE learning opportunities in middle school such as the Arts/Media/Entertainment sector, we are moving forward with adding in electives for the 24-25 school year, which will allow us to expand those CTE opportunities next school year. We will continue as well as strengthen the CTE program across the school district through the direction and leadership of our new Work-based learning CTE administrator. We will cultivate industry collaboration and partnerships at the High School Level.

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	Ensure equitable support for all learners

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA % Met/Exceeded	51.5% (2019)	43% (2021 Star/Map/AP Local Assessments)	41% (2022)	40.2% (2023)	59%
CAASPP Math % Met/Exceeded	44% (2019)	48% (2021 Star/Map/AP Local Assessments)	29.7% (2022)	30.4% (2023)	60%
UC/CSU A-G Ready	51% (2020)	51.8% (2021)	48.2% (2022)	45.3% (2023)	60%
% Ready/Cond -- EAP in ELA (Juniors) - 65%	62% (2019)	Not Administered in 20-21	48% (2022)	49.6% (2023)	65%
% Ready/Cond -- EAP in Math (Juniors) - 65%	35% (2019)	Not Administered in 20-21	25.7% (2022)	24.3% (2023)	41%
% of Sophomores Passing Math II or higher	76% (2019-20) (70% in 20-21)	67.9% (21-22)	74.3% (22-23)	79% (23-24)	82%
Advanced Placement Score 3 or better	44% (2019) (57% for Remote administration and modified assessments in 2020)	39.4% (2021)	49% (2022)	54.5% (2023)	50%
STAR Reading mid-year 2nd-8th	47.6% (2020-21)	39.4% (Fall 2021)	37.3% (Fall 2022)	42.3% (State Benchmark Winter 23-24)	54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Math Benchmarks mid-year (Grades 2-8)	54% (2020-21)	46.6% (Fall 2021)	56% (Fall 2022-- Grades 2-5)	32% (iReady Grades 3-8, on track for proficiency 23-24)	62%
% of EL students making progress as measured by the ELPAC	43.6% (2019)	Not calculated on 2021 CA Dashboard	50.7% (2022)	44.4% (2023)	55%
EL Reclassification rate	6.9% (2019-20)	7.1% (2020-21)	3.0% (2021-22)	5.9% (22-23) 6.5% (23-24)	10%
% of EL students in the US 3 or more years enrolled in grade level English	90% (22-23)	NA	NA	96% (Grades 6-12 not in ELD/SDC 23-24)	94%

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.

Most of the actions and sub-actions were implemented fully during the 2023-2024 school year, however, due to staffing, needs adjustment, or access to resources a few adjustments were made:

- Focused and consistent training around equity and cultural proficiency training was not fully implemented. (Action 2.1)
- Staffing was a challenge at the middle school level to provide instructional specialist for intervention and enrichment (Action 2.4)
- Additional FTEs were provided to support credit recovery at the high school level (Action 2.6)
- Due to staff availability an ELA TOSA was not hired (Action 2.4)
- Co-teaching model across both high schools is inconsistently implemented (Action 2.4)
- Implementing AVID as a course has yet to occur at the middle schools, due to the lack of elective courses (Action 2.6)

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.

- The allocation for equity training was partially covered by one-time funding sources to cover the cost of outside consultants. (Action 2.1)
- * The Special Ed program specialist was moved to a Special Ed fund expenditure (2.2)
- * Additional funds were used to support substitutes for teachers released for phonics training and PLC assessments at the elementary level (2.3)
 - EL Elementary TOSA positions were covered by Title III funds. In addition, EL Instructional Specialist and EL Monitor positions were partially fulfilled due to staffing issues at the secondary level. A newcomer program for 5th – 12th graders was not implemented in the way it was envisioned (Action 2.4).
- * Site expenditures were under the expected due to staffing and substitute shortages at several sites (2.5).

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:

Based on data from walkthrough tools and the LCAP input process this action was somewhat effective. Access and systems to link services and resources for Foster Youth, students identified as McKinney-Vento, Migrant Education Program, and Socio-economic disadvantaged students increased. However, based on community input, the community would like to see locally-based consultants utilized to provide equity and cultural proficiency training to deepen connection to our school community. Further, based on walkthrough data, not all classrooms are utilizing the co-teaching model effectively and may benefit from additional professional development and coaching support on inclusion practices. Based on staff survey data, differentiated professional development opportunities (especially those for paraprofessionals) has been effective.

Action 2.2:

Based on teacher professional development survey results, the increased professional development offerings and establishment of lead teacher teams focused on math and literacy across the content areas this action was effective. A literacy lead time worked to develop an integrated literacy map for science, social studies, and ELA at the elementary level. Additionally, completed curriculum maps in math and science have demonstrated that a focus on ensuring that a scope and sequence for core subject areas has been effective. Opportunities for inclusion increased at the preschool and secondary levels. Based on counselor and academic coordinator feedback, the focus on a continuum of support through the Multi-Tiered Systems of Support (MTSS) model has been effective in aligning various services and academic supports for students at secondary schools. Based on student population being referred for special education, the school district has not effectively disaggregated data to improve access to all programs and will be seeking ways to differentiate support for all student subgroups. The addition of the program specialist has proven effective in supporting sites at maintaining compliance and specialized

supports for students with disabilities. Professional development for administrators in the area of inclusion practices was effective, based on community partner input data.

Action 2.3:

Based on data and the evidence gathered from assessments and staff survey input, this action was effective. Push-in intervention at both the elementary and middle school was provided to students identified using universal screening tools. Data disaggregation happened within our PLC and DPLC structures. Literacy facilitators at the elementary level provide both instruction and support. Due to the district's continued status in Differentiated Assistance, the support for targeted student subgroups has been somewhat ineffective; however, efforts to systematically align the supports in the MTSS domains have been effective in identifying actions and supports for student groups.

Action 2.4:

Based on qualitative observation data as well as staff input and professional development survey responses, the action to support a strong foundation in literacy for elementary and PreK students has been effective, especially because of the use of supplemental instructional materials. The framework and strategies from SEAL and GLAD have been implemented at some sites; however, district professional development contracted with these programs has been discontinued. Based on teacher feedback on the work conducted by the two English Language TOSAs and the English Learner Instructional Specialists at secondary sites, support for English Learner students has improved. Site-based feedback and stagnant growth in ELPAC scores demonstrates both a need to provide more intensive support to our English Learners, particularly newcomers.

Action 2.5:

Based on community partner input data, the use of literacy facilitators and assessment paraprofessionals was effective in supporting staff and administrators in monitoring, assessing, and providing direct service to targeted student groups.

Action 2.6:

Based on courses completed and credits earned through credit recovery, and based on staff feedback on the expanded credit recovery options at high schools, the expanded learning opportunities for credit recovery have been effective. Based on participation rates and community partner input (especially from counselors and Academic Coordinators), the new case management model for after school tutoring has been effective for the targeted subgroups (Migrant, McKinney-Vento, Justice Youth, and Foster Youth). Based on the interest in and success of current students in the Envision Academy (namely, their ability to complete credits and acclimate to a comprehensive high school setting), Envision Academy continues to be a successful model. Based on the number of students receiving peer tutoring supports, as well as qualitative observation data, and a request from parent input, tutoring supports offered at the comprehensive high schools has been effective, especially in its first year of operation. Based on middle school teacher and administrator feedback, the AVID professional development has been effective; implementing AVID as a course has yet to occur. Based on PSAT administration at the high schools, this action has been effective in exposing students to standardized college entrance exams. The elementary summer intervention program was somewhat ineffective due to the lack of student growth and pre- and post- assessment data, in addition to inconsistent attendance of students in the program. The high school summer credit recovery program has been effective in supporting students to meet graduation requirements and has allowed more students to earn their high school diploma (as evidenced by the increase in graduation rate). Based on the success of the summer credit recovery options, Gilroy Unified is providing increased opportunities for students to earn credits towards graduation.

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.

For the 2024-25 school year, we will be reorganizing LCAP Goal 2, identifying targeted Tier 2 and Tier 3 supplemental and intensified supports for our student subgroups, intentionally addressing (1) inclusion and equity practices, (2) data systems to increase accountability, (3) language and literacy for multilingual learners, (4) expanded learning options (both acceleration and intervention), and (5) site-based support. By separating these sections out more specifically, GUSD plans to monitor the progress in these distinct areas.

Action 2.1:

Our school district is focusing our equity-focused work using locally-based consultants and our community based partnerships, and due to the success with early elementary inclusion efforts and practices, we will be expanding inclusion opportunities to the next grade level. With an emphasis on inclusion, GUSD will be focusing on students with disabilities. Inclusion efforts will also support diversity and equity initiatives in Gilroy Unified.

Action 2.2:

Based on student population being referred for special education, the school district has not effectively disaggregated data to improve access to all programs and will be seeking ways to differentiate support for all student subgroups. As a result, the school district is establishing data monitoring and accountability systems for analysis and decision-making, leveraging various data monitoring software. This will also support PLC efforts across the district.

Action 2.3:

Because secondary teacher feedback indicated a desire to move to a site-based Professional Learning Community (PLC) model, secondary schools will focus efforts on training department chairs in site-based PLC structures. Because the 23-24 efforts to systematically align the supports in the MTSS domains have been effective in identifying actions and supports for student groups, the district will provide professional development around the MTSS framework so that principals can establish systems of support within their sites that align with those at the district level. Additionally, the school district hired a program administrator who will oversee MTSS implementation and support (as part of LCAP Goal 3 in the new 24-25 LCAP).

Action 2.4:

District-led professional development for 24-25 will include a focus on early literacy and will be moved into LCAP Goal 1. Site-based feedback and stagnant growth in ELPAC scores demonstrates both a need to provide more intensive support to our English Learners, particularly newcomers. We are refining supports and supplemental materials for Newcomer students, based increased newcomer enrollment as well as ELPAC and CAASPP scores for newcomer students. With the added support of an ELD and Early Literacy Program Administrator, Gilroy Unified will align supports for multilingual learners, leveraging the MTSS framework and updating the current GUSD EL Master Plan.

Action 2.5:

Based on community partner input data, the use of literacy facilitators and assessment paraprofessionals will continue; this action will be consolidated into the new LCAP Goal under Action 2.3.

Action 2.6:

Based on middle school teacher and administrator feedback, the AVID professional development has been effective; implementing AVID as a course will occur, with the addition of an elective period at the middle school level. The Virtual Learning Academy (VLA) at the middle school will be discontinued, based on the low level of student participation; however, VLA will continue to support identified students. To improve the elementary and middle school summer intervention program, Gilroy Unified will move towards an enrichment mode, utilizing asset-based curriculum in ELA and mathematics, intended to make learning fun. Based on the success of the summer credit recovery options, Gilroy Unified is providing increased opportunities for students to earn credits towards graduation by restructuring the schedule of summer school and allowing families flexible scheduling options.

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	Ensure positive school culture and increased engagement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	12.7% (2018-19)	15.2% (20-21)	31.3% (21-22)	30.6% (2022-23)	9%
Attendance Rate	95.3% (2018-19)	90.4% (21-22 P2)	91.0% (22-23 P2)	93.1% (23-24 P2)	96%
4-year Cohort Dropout Rate	6.6% (2019-20)	9.6% (20-21)	5.8% (21-22)	5.3% (22-23)	4%
4-year Cohort Graduation Rate	86.6% (2019-20)	81.0% (20-21)	85.2% (21-22)	89.7% (22-23)	over 90%
Middle School Dropout Rate	0.4% (2019-20)	0.1% (2020-21)	0.05% (21-22)	0.3% (22-23)	0%
Suspension Rate	4.0% (2019-20)	20-21 Data During Distance Learning N/A	5.2% (21-22)	5.5% (22-23)	2%
Special Ed Suspension Rate	7.3% (2019-20)	20-21 Data During Distance Learning N/A	8.6% (21-22)	8.7% (22-23)	4%
Expulsion Rate	0.14% (2019-20)	20-21 Data During Distance Learning N/A	0.36% (21-22)	0.3% (22-23)	less than 0.1%
HKS Caring relationships: Adults in School (Agree/Strongly Agree)	60% (17-18)	80% (Panorama 21-22)	80% (22-23 Circle Up)	79% (23-24 Panorama)	75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
HKS School Connectedness (Agree/Strongly Agree)	57% (17-18)	55% (Panorama 21-22)	67% (22-23 Circle Up)	79% (23-24 Panorama)	75%
PBIS Implementation - % of sites implementing PBIS	21% with fidelity (2020-2021) 43% partially (2020-2021)	29% with fidelity (21-22) 36% partially (21-22)	22% with fidelity (22-23) 22% partially (22-23)	22% with fidelity (23-24) 22% partially (23-24)	100% of sites will be implementing PBIS with fidelity.
Parent Engagement	School Linked Services, Neighborhood Safety Unit & other district family engagement workshops/series -- 17 offered	Only virtual workshops were offered in 21-22	School Linked Services, Neighborhood Safety Unit & other district family engagement workshops/series -- 25 offered	25 SLS family engagement workshops/series (23-24)	50 workshops and series offered
Percent of Schools with fully constituted ELAC	92% (22-23)	NA	NA	100% (23-24)	100%
Percent of parents of students with a disability that indicated full participation in the IEP process	85% (2023)	NA	NA	84.5% (23-24)	95%
Parent Input in making decisions rubric score	2.5 of 5 (2023)	NA	NA	3 out of 5 (2024)	5 out of 5

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.

Almost all sub-actions were carried out over the previous year; however, there were few differences from what was originally planned:

- Not all middle school sites filled their (0.17 FTE) positions of Climate Coach and/or Parent Engagement (Action 3.1)
- There were no monthly parent trainings, and minimal parent informational meetings offered through our Community Based Organizations (Actions 3.2, 3.3)
- Though we struggled with monitoring and measuring the effectiveness of interventions at the elementary and secondary levels, we provided some professional development for counselors and administrators about interventions to provide through and MTSS framework; however, formalizing a data accountability system that would support with monitoring and measuring the effectiveness of interventions across school sites would be helpful (Action 3.2)
- Nurturing Heart professional development was offered for MMHS, Power School and paraeducators. This professional development was offered through Effective School Solutions; however, SecondStep and Character Strong SEL curriculum was not fully implemented this year (Action 3.2)
- Gilroy Unified increased the number of therapists at each site and non-licensed wellness coaches at the middle schools, thanks to grant funding and braiding existing one-time and LCAP funding. (Action 3.4)
- While increasing counseling support at sites, with the opening of Wellness Centers at 3 middle schools during the 23-24 school year, there is now a focused effort to provide space for social workers to provide support for students (Action 3.4)

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.

- The cost of the Panorama Survey platform and the 3 full-time social workers was covered through ESSER one-time funds rather than through LCAP funds. The Hatching Results professional development was twice the amount originally allocated due to counselors' request to have in-person professional development for two days rather than the originally proposed one-day training. The professional development covered the MTSS framework. (Action 3.1)
- The cost for community liaisons exceeded the originally allocated amount by over \$100,000 due to cost of benefits (Action 3.3)
- The cost of a full-time social worker for Power School (intended to support crisis, therapy and social emotional needs for after school programs) was covered by extended learning funds, not LCAP funds. In addition, the Therapeutic Crisis Intervention (TCI) Training was only a third of the cost (at \$10,000), but the cost savings went toward professional development for the district communication platform (ParentSquare) and the Project Lead the Way membership that was originally not included in the LCAP budget allocations. (Action 3.4)

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:

Based on the improved attendance and the slight decrease in the district's suspension and expulsion rates, the actions of (1) leveraging School Linked Services Coordinators, partnerships with Santa Clara County Office of Education, Santa Clara County Behavioral Health, South County Youth Task Force, and the Neighborhood Safety Unit, (2) including the additional social workers at each secondary site, and (3) focusing on the MTSS framework for attendance interventions, and the focus on inclusion and restorative practices as alternatives to suspensions was somewhat effective at improving school culture and addressing discipline and attendance goals.

Action 3.2:

Based on the improved attendance and decrease of chronic absenteeism and LCAP input from students, parents and staff, the actions of (1) leveraging partnerships with our Community Based Organizations, City of Gilroy School Resource Officers, (2) prioritizing our truancy process through School Attendance Review Teams (SARTs), School Attendance Review Board (SARB), and Mediation with the District Attorney's Office, (3) including community liaisons, attendance liaisons, a School Climate & Engagement Coordinator and a Senior Staff Secretary of Welfare and Attendance, were effective in identifying and addressing barriers to attendance. Based on LCAP input from students and parents, the actions of implementing social emotional learning (SEL) curriculum has been inconsistently implemented; where it has been implemented, it has been effective.

Action 3.3:

Based on the feedback received from the LCAP input process, not all parents feel welcomed, invited, or involved at their school sites. Further, parent engagement opportunities were limited over the past three years due to increased security measures and COVID protocols. Additionally, our district's efforts to involve parents through added workshops, virtual meetings, and several on-campus opportunities have been somewhat effective, as evidenced by LCAP input survey responses; however, parents would like to see more such opportunities. Because our attendance rates and chronic absenteeism has improved over the past three years, especially since adding the community liaisons and maintaining attendance liaisons, the action of utilizing their roles in conjunction with our Community Based Organizations has been effective. Again, community liaisons have been effective in addressing student attendance concerns, however have not focused their efforts on parent workshops or engagements opportunities.

Action 3.4:

Based on increased referrals for mental health services, a decrease to suspension and expulsion rates, Healthy Kid Survey results and the LCAP input from all community partners, the actions of providing additional counselors, mental health personnel, and social workers at school sites has been effective at increasing student engagement and wellbeing. The decrease in suspension and expulsion rates also demonstrates that the professional development opportunities in the areas of de-escalation techniques and restorative practices has also been effective.

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.

For the 2024-25 school year, we will be reorganizing LCAP Goal 3, separating out the four existing actions in the 2023-24 LCAP into six, more defined, specific actions intentionally addressing (1) attendance, (2) behavior & discipline, (3) school climate/culture, (4) family engagement, (5) wellness, and (6) site-based support. By separating these sections out more specifically, GUSD plans to monitor the progress in these distinct areas.

Action 3.1:

Based on community input sessions, there is a need to continue focusing efforts on alternative means to suspension; current efforts have proven effective, however added support would ensure the efforts continue. This will be done by providing a new Student Services Program Specialist to support counselors, Academic Coordinators and teachers with implementing and monitoring interventions through MTSS PBIS, and restorative practices. School Resource Officer (SROs), in collaboration with sites, will continue to be leveraged to promote a positive school climate, leveraging restorative practices and preventative, pro-social activities on campus. GUSD will continue collaborating with its partners with the South County Youth Task Force, Neighborhood Safety Unit, Santa Clara County Office of Education, and Santa Clara County Behavioral Health, expanding provided opportunities with these strengthened partnerships. Namely, GUSD will focus efforts on inclusion and belonging through its partnership with Santa Clara County Office of Education's Inclusion Collaborative, providing professional development to staff to address students' sense of belonging.

Action 3.2:

Based on LCAP input survey responses, GUSD will continue monitoring chronic absenteeism and attendance rates through an Attendance Collaborative with community liaisons and attendance liaisons, and through leveraging partnerships with Community Based Organizations and the District Attorney's Office to identify and address barriers to attendance. Based on improved attendance and chronic absenteeism rates, GUSD will continue to employ a Senior Staff Secretary of Welfare and Attendance. Student and Parent surveys indicated a desire for improved social-emotional learning; at the sites where such lessons have been implemented effectively, student and parent surveys indicate the actions at those sites effective; therefore GUSD, will seek ways to infuse social-emotional learning lessons consistently across the school district, which may be supported with the added Student Services Program Specialist (for the 24-25 school year), who is intended to support counselors, Academic Coordinators and teachers with implementing and monitoring interventions through MTSS PBIS, and restorative practices.

Action 3.3:

Based on improved attendance and chronic absenteeism rates, GUSD will continue to provide community liaisons at elementary schools, attendance liaisons at secondary schools, and School Linked Services, but leverage these roles in promoting parent engagement events at the school sites. Based on LCAP input survey responses, GUSD will continue offering parent information meetings, workshops, and volunteer opportunities, but increase efforts at communicating, promoting and disseminating information about these various opportunities. Because parents are not always aware of the various opportunities, using all staff to communicate these opportunities to them may increase parent involvement and engagement.

Action 3.4:

Based on our Healthy Kid Survey results and the LCAP input survey responses from all community partners, there is a continued need to provide counselors, social workers, and specific professional development targeting support for student wellbeing. The feedback from students, parents, and teachers has been positive for the increased personnel to address students' needs. There has even been a call for increased services and/or access for students to more mental health support. Based on an increase of referrals to various CBOs and resources on site, we see that services are reaching more students and we see there is a need to continue offering these supports. GUSD also plans to expand Wellness Centers to all school sites and provide a Wellness Administrator to coordinate support services for those wellness centers all school sites, using grant funding to achieve this end. With added wellness centers, we seek to further improve attendance rates, suspension and expulsion rates, and student Health Kid Survey responses about substance abuse and trusting relationships with adults on campus, as access to increase wellness support will address student behaviors and sense of belonging.

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	Provide equitable and high quality basic services (materials, staffing, facilities)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers appropriately credentialed	100%	100%	100%	92.7% (District estimate 23-24)	100%
Routine Restricted Maintenance Match-LCFF Base funding - 3%	3%	3%	3%	3% (23-24)	3%
Williams report - No complaints regarding facilities	No complaints	No complaints	No complaints	No complaints (23-24)	No complaints
Common Core & ELD material availability	100%	100%	100%	100% (23-24)	100%

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.

With a delay in the rollout of new Science materials in 23-24, it was decided to postpone the adoption of the new science textbooks until 24-25. To ensure retention of qualified teachers and all other district personnel, salary increases were provided to all Gilroy Unified School District employees. There was 2.5% salary increase for all bargaining units, as well as a one-time, one-year stipend of 4%, and an increase to the instructional and non-instructional hourly rate (Actions 4.2 and 4.3).

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.

- 4.1 The adoption of new elementary social science textbooks was postponed until the 24-25 school year.
- 4.2 The amount allocated to provide an increase in salary to attract and retain teachers, recruit qualified teachers was close to \$400,000 over what was initially projected.
- 4.5 There were fewer facility needs and repairs than were projected for the current school year.

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:

Based on the William report data, the availability of Common Core & ELD materials, and teacher-created pacing guides utilizing the adopted curriculum in core subject areas, the action of providing standards-aligned textbooks to all students has been effective.

Action 4.2:

Based on professional development staff surveys, and based on the percent of teachers appropriately credentialed in Gilroy Unified School District, the action of ensuring that effective staff are hired and train to support the target population has been effective.

Action 4.3:

Based on the limited vacancies in Gilroy Unified School District and the percent of teachers appropriately credentialed in Gilroy Unified School District, the action of hiring effective staff at all levels -- certificated, classified & management -- has been effective.

Action 4.4:

Based on teacher surveys of teacher induction participants, as well as the number of effectively completed staff evaluations, Gilroy Unified has effectively implemented the actions of providing induction programming, training staff on the evaluation cycles and processes, completed evaluations, and completed compliance and legal training for all required staff.

Action 4.5:

Based on the completed projects and fulfilled work orders across the school district, and based on the Facilities Subcommittee approved projects, Gilroy Unified continues to effectively ensure equitable and well maintained facilities.

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.

Goal 4 actions target basic services and will remain the same for 2024-25.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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
Gilroy Unified School District	Anisha Munshi Superintendent	anisha.munshi@gilroyunified.org 669-205-4000

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.

Gilroy Unified School District (GUSD) is located in the southernmost region of Santa Clara County. Over the last decade, the Gilroy community has experienced growth in housing and industry. However, demographers have stated that while people are moving to Gilroy, the birthrate in Gilroy remains very low. Although there has been significant residential development, families with young children have not occupied those homes. The cost of homes in the area have led to an increase in the homeless population and multiple families occupying single family residences.

Gilroy is known for its garlic fields and the agricultural areas that surround Gilroy provide a diverse array of agribusiness opportunities for its occupants. The town has also become home to commuters to Silicon Valley and the greater Bay Area. Gilroy has also seen an increase in social programs, health supports as well as an increase in safety services such as the police and fire department. Currently, the District is currently the largest employer in the city of Gilroy.

The student population in Gilroy USD has declined steadily since the 2016-2017 school year. In the 2016 - 2017 school year, enrollment was over 11,483 PK-12 students. From the 2022-23 school year to the current school year, 2023-24 Gilroy Unified has seen a decline of over 200 students. The two major ethnic student groups are Hispanic (69%) and White (18%). The District consists of seven elementary schools, three middle schools, two comprehensive high schools, one continuation high school, one college prep academy and one adult ed program. We also offer preschool at three sites in the District.

The funding generated through the LCFF is dedicated to improve the learning outcomes for all students. The Gilroy Unified School District LCAP is focused on the uses of funds and the actions and services dedicated to English learners, socio-economic disadvantaged students and foster youth. In addition to the base grant, districts receive additional funding based on the unduplicated count of students who qualify in one of those three groups. For each student in one of those three categories, districts receive a “supplemental grant.” Gilroy Unified School District has 59% of our students in one of those three categories and therefore also receives a “concentration grant.”

Reflections: Annual Performance

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

Based on the California Dashboard, student groups within Gilroy Unified School District (GUSD) that received the lowest performance level on English Language Arts (ELA) are English Learners, Foster Youth, Unhoused Students, Students with Disabilities. Because so few Foster Youth and Unhoused students compose the subgroups at individual school sites, they are not listed as individual student groups within specific schools below; however, those student subgroups of Foster Youth and Unhoused students will be a focus for all of our individual school sites.

The following ELEMENTARY schools (namely all but one elementary school in the school district) have received the lowest performance level on English Language Arts (ELA), with the one or more subgroups affected (listed in parentheses next to the school name):

- El Roble Elementary (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities),
- Eliot Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students),
- Glen View Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students),
- Las Animas Elementary (English Learners, Students with Disabilities),
- Luigi Aprea Elementary (English Learners, Students with Disabilities), and
- Rucker Elementary (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students)

All three district MIDDLE schools have received the lowest performance level on English Language Arts (ELA), with the one or more subgroups affected (listed in parentheses next to the school name):

- Brownell Middle School (English Learners, Students with Disabilities),
- Solorsano Middle School (English Learners)
- South Valley Middle School (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities)

One HIGH school has received the lowest performance level on English Language Arts (ELA), with the one subgroup of students affected (listed in parentheses next to the school name):

- Gilroy High School (English Learners)

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Based on the California Dashboard, student groups within Gilroy Unified School District (GUSD) received the lowest performance level on MATHEMATICS are English Learners, Unhoused, and Students with Disabilities. Because so few Unhoused students compose the subgroups at individual school sites, they are not listed as an individual student group within specific schools below; however, Unhoused student subgroups at each site will be a focus for all of our individual school sites.

The following ELEMENTARY schools (two elementary schools in the school district) have received the lowest performance level on Math with the subgroup of Students with Disabilities affected (listed in parentheses next to the school name):

- El Roble Elementary (Students with Disabilities),
- Las Animas Elementary (Students with Disabilities)

All three district MIDDLE schools have received the lowest performance level on Math with the one or more subgroups affected (listed in parentheses next to the school name):

- Brownell Middle School (English Learners, Students with Disabilities),
- Solorsano Middle School (English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students)
- South Valley Middle School (English Learners)

Two HIGH schools have received the lowest performance level on Math, with the one or more subgroups affected (listed in parentheses next to the school name):

- Gilroy High School (Overall School Results, English Learners, and Hispanic Students)
- Mt. Madonna High School (Overall School Results, Socioeconomically Disadvantaged Students, and Hispanic Students)

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Based on the California Dashboard, student groups within the Gilroy Unified School District (GUSD) that received the lowest performance level on SUSPENSION RATE are Foster Youth, Unhoused, and American Indian/Alaskan Native Students. Because so few Foster Youth, Unhoused students, and American Indian / Alaskan Native Students compose the subgroups at individual school sites, they are not listed as an individual student group within specific schools below; however, these student subgroups at each site will be a focus for all of our individual school sites.

One ELEMENTARY school has received the lowest performance level on Suspension Rates, with the one subgroup of students affected (listed in parentheses next to the school name):

- Glen View Elementary (Students with Disabilities)

One MIDDLE school has received the lowest performance level on Suspension Rates, with one or more subgroups of students affected (listed in parentheses next to the school name):

- Brownell Middle School (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)

Three HIGH schools have received the lowest performance level on Suspension Rates, with the one or more subgroups affected (listed in parentheses next to the school name):

- Christopher High School (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)
- Gilroy High School (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities, and Students of Two or More Races)
- Mt. Madonna High School (Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)

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Based on the California Dashboard, student groups within the Gilroy Unified School District (GUSD) that received the lowest performance level on CHRONIC ABSENTEEISM are students identifying as Asian, White, More than Two Races.

The following ELEMENTARY schools (five elementary schools in the school district) have received the lowest performance level on Chronic Absenteeism with the one or more subgroups affected (listed in parentheses next to the school name):

- El Roble Elementary (Overall School Results, Students with Disabilities, White Students, and Students of Two or More Races)
- Glen View Elementary (English Learners, Unhoused Students, and Students of Two or More Races)
- Las Animas Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Students identifying as Asian, Filipino, Hispanic, White, or of Two or More Races)
- Luigi Aprea Elementary (Overall School Results, Socioeconomically Disadvantaged Students, White Students, and Students of Two or More Races)
- Rucker Elementary (Students with Disabilities)

All three district MIDDLE schools have received the lowest performance level on Chronic Absenteeism with the one or more subgroups affected (listed in parentheses next to the school name):

- Brownell Middle School (English Learners, Students with Disabilities),
- Solorsano Middle School (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races)
- South Valley Middle School (Socioeconomically Disadvantaged Students and Students with Disabilities)

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Based on the California Dashboard, student groups within the Gilroy Unified School District (GUSD) that received the lowest performance level on GRADUATION RATE are Student with Disabilities and Unhoused students

One HIGH school has received the lowest performance level on Graduation Rate, with the one subgroup of students affected (listed in parentheses next to the school name):

- Gilroy High School (Students with Disabilities)

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Overall, based on the California Dashboard, student groups within the Gilroy Unified School District (GUSD) that received the lowest performance level on the College Career Indicator (CCI) are English Learners, Unhoused Students, and Students with Disabilities.

Three of the four high schools have received the lowest performance level on the College Career Indicator (CCI), with one more more subgroups of students affected (listed in parentheses next to the school name):

- Christopher High School (English Learners)
- Gilroy High School (English Learners, Students with Disabilities)
- Mt. Madonna High School (Overall School Results, English Learners, Socioeconomically Disadvantaged students, and Hispanic students)

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Based on the California Dashboard, five schools within Gilroy Unified School District (GUSD) received the lowest performance level on the English Learner Progress Indicator (ELPI):

- El Roble Elementary

- Eliot Elementary
- South Valley Middle School
- Christopher High School
- Mt. Madonna High School

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NEXT STEPS: To address the identified areas of need, based on the data in the California Dashboard, specific actions have been included in this Local Control Accountability Plan (LCAP) to focus on:

- Student Engagement across all levels, especially by incorporating Cooperative Learning Strategies to promote social emotional learning and language development in the four domains of Speaking, Listening, Reading, and Writing
- Strengthening District Professional Learning Community (DPLC) model for elementary schools, while focusing efforts on site-based Professional Learning Communities (PLCs) at the secondary level, to
- Establishing electives at the middle school level to further strengthen specialized pathways at the high school level that promote college and career readiness
- Continuing work with Attendance staff through Attendance Collaborative
- Streamlining and aligning district resources across all levels (PK-Adult Ed), through Multi-Tiered Systems of Support (MTSS) framework, while simultaneously continuing to provide professional development to counselors and administrators about effective MTSS implementation.
- To improve access to all programs for all students, support teachers in addressing identified needs to align with the MTSS model with an emphasis on targeted groups such as Foster Youth, students experiencing homelessness, migrant students, socio-economic disadvantaged students, English learners, and students with IEPs, through disaggregating data and systematizing data collection efforts across school sites (establishing district-wide assessment and accountability measures)
- Revising high school diploma requirements to flexibly include A-G default graduation requirements while adding in additional California Department of Education diploma requirements
- Ensuring Alternative Diploma Pathways are implemented for appropriately approved and identified Students with Disabilities
- Fortifying electives and CTE pathways at secondary schools, while simultaneously exploring dual enrollment College & Career Access Pathway (CCAP) agreements with the local community college.
- Partnering with Santa Clara County Office of Education Inclusion Collaborative to build upon inclusive practices districtwide, with an emphasis on preschool and elementary for the 24/25 school year.
- Provide a Special Education Program Specialist to provide support with implementation efforts of MTSS in the domains of academic and social-emotional support.
- Promoting college and career access and counseling at secondary sites through fortifying partnership with Community Based Organizations and providing training to site-based academic counselors on existing tools and MTSS framework

Reflections: Technical Assistance

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

Gilroy Unified School District was identified for Differentiated Assistance technical support due to the following indicators:

- English Learners: Academics and College/Career

- Foster Youth: Academics and Suspensions
- Homeless Youth: Academics, Graduation, Suspension, College/Career
- Students with Disabilities: Academics, Graduation, College/Career

Gilroy Unified has assembled a team at the District level to work collaboratively with the Santa Clara County Office of Education (SCCOE) over the next two years to develop our target actions in order to build improvement efforts. By utilizing the framework of Improvement Science, our focus will be on implementing effective programs and practices that will equitably address our identified areas of need in order to improve the achievement outcomes for all of our students.

As part of this work we will participate in at least four full-day Differentiated Assistance sessions per year, meet monthly with our coach from SCCOE, as well as receive personalized coaching to support our improvement efforts. The District team will be working internally across departments and with site based administrators and staff to implement, measure and refine our actions and efforts. Metrics will be established so that data drives our improvement work and allocation of resources.

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.

Mt. Madonna High School has been identified as the only school in Gilroy Unified School District eligible for comprehensive support and improvement (CSI), with identified areas of graduation rate (including college and career readiness) and attendance.

Support for Identified Schools

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

Mt. Madonna High School will continue with the plan established in 2023, which specified that the CSI funds will be used to contract with a local Community Based Organization to provide site-based mental health counseling and support through the work of a social worker, which has proven to be a successful strategy. This will continue to address the mental health needs and improve attendance, which in turn is geared to improve academic achievement and therefore the graduation rate. Attendance rates have improved, and pro-social activities at the school continue to promote a positive school culture, encouraging students to take advantage of the educational opportunities at the site. The CSI funds will also be utilized to provide students access to post-secondary opportunities through field trips, exposure to electives aligned to career pathways, additional, intensified credit recovery opportunities, and dual enrollment possibilities.

Supports include meetings with the Mount Madonna Leadership team which include training and support on data analysis and root cause analysis. Each meeting focuses on identifying the root causes affecting chronic absenteeism and the impact on graduation rates. Causal areas to be addressed in the School Plan for Student Achievement are:

- Mental health support: provide funding to increase the staffing allotment for contracted social workers; and,

- Academics: provide access to electives (aligned to students' career objectives) and additional credit recovery opportunities to increase credit completion towards a high school diploma.

Monitoring and Evaluating Effectiveness

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

- The LEA will continue to provide monthly support at site leadership meetings to provide data, assist with data analysis and create a system for student progress monitoring as evidenced by leadership team minutes.
- The LEA will provide targeted support to monitor empathy interviews conducted with students and parents to gather qualitative data on barriers toward attendance and graduation.
- The LEA will build connections between Mt. Madonna High School and external organizations that provide students with exposure to electives, CTE pathways, and dual enrollment opportunities.
- The LEA will continue to build connections between Mt. Madonna High School and external organizations that provide students with support to address barriers to regular attendance.
- The LEA will continue developing and aligning the Multi-tiered System of Support between schools across the district and site levels, as evidenced by a communicated process distributed to the sites, which includes how sites refer students to Mt. Madonna for transfer.

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
<p>PARENT GROUPS:</p> <p>SPAC (Superintendent Parent Advisory Committee), DELAC (District Learner Advisory Committee), ELAC (English Learner Advisory Committee), SCC (School Site Council), Parent Club)</p>	<p>The following were findings from parents, based on district-wide survey results (administered in February 2024) and based on focused feedback/input sessions held in March 2024 with specific parent groups (such as SPAC (Superintendent Parent Advisory Committee), DELAC (District Learner Advisory Committee), ELAC (English Learner Advisory Committee), SCC (School Site Council), Parent Club)). Parents of students with disabilities, as well as parents representative of other student subgroups were present at these meetings:</p> <p>LCAP GOAL 1:</p> <ul style="list-style-type: none"> • College/Career readiness should start in elementary, middle & more at high school. Parents believed that more support should be given to a wider array of career opportunities for all grade levels. • Parents felt that in general teachers have high expectations of their students, but less high expectations for high school students. • Parents spoke about having more elective options for middle school students <p>LCAP GOAL 2:</p> <ul style="list-style-type: none"> • Parents would like to see more incentives & awards for all students throughout the school year.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Support for struggling students continued to be an important action step for all GUSD students. • With the increase of Newcomers students at GUSD, parents believed that more support is needed at all grade levels for newcomers. <p>LCAP GOAL 3:</p> <ul style="list-style-type: none"> • Parents would like to see better customer service -- for parents & students (know names of students), and they believed that training for office staff was needed. • Staff need to be more available for parents and that staff included teachers, admin & other personnel • Parents would like to see more parent workshops -- SEL, and other topics throughout the school year. • Parents spoke of their continued frustration with Elementary pick up/drop-off.
<p>STUDENT GROUPS (Grades 5-12):</p> <p>Student Council, Associated Student Body (ASB), Classroom-Based Input Sessions, Superintendent's Youth Advisory Committee (YAC)</p>	<p>The following were findings from students, based on district-wide survey results (administered in November 2023 and February 2024), and based on focused feedback/input sessions (administered in March 2024) with specific student groups (such as student council, Associated Student Body, classroom circles, and the April 2024 meeting with the Superintendent's Youth Advisory Committee). Student subgroups were represented within all settings.</p> <p>LCAP GOAL 1:</p> <ul style="list-style-type: none"> • Secondary students want an increase in communication with Counselor or Academic Coordinator. • Students also spoke of more teaching of life and practical skills for their future and an increase in elective choices. • Students would like more opportunities for experiential learning such as field trips focused on career and college goals and choices. <p>LCAP GOAL 2:</p> <ul style="list-style-type: none"> • Students would like to see more support with the A-G requirements.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Tutors in the classrooms were also mentioned as an action item that secondary students would like to see in all their classes. • Classwork needs to be tailored to real life experiences and situations for secondary students. <p>LCAP GOAL 3:</p> <ul style="list-style-type: none"> • Students would like to see more Spirit Days and incentives when participating in Spirit Days. • Students spoke of more opportunities for learning outside the classroom such as field trips. • They also would like more targeted mental health supports at their school site.
<p>STAFF:</p> <p>TK-12 Staff, including Classified, Certificated, and Management</p>	<p>The following were findings from the specific staff groups, which included representation from the collective bargaining units. The staff were surveyed in staff meetings in February 2024. In March 2024, additional, qualitative input data was gathered in focused/feedback sessions, under the leadership of the school principals. Management provided their qualitative input during their March 2024 Educational & Student Services meeting:</p> <p>LCAP GOAL 1:</p> <ul style="list-style-type: none"> • Elementary staff would like more hands on, STEAM, career days, enrichment activities during and after school and incentive programs for all students. • Secondary staff would like to see more elective choices for students and more career support and planning, not just college preparation. <p>LCAP GOAL 2:</p> <ul style="list-style-type: none"> • Support for Newcomer students, AVID training & supporting student engagement were high on the priority list for staff • Staff would like to see their site administrators present more as instructional leaders at their school site. • Elementary staff spoke of the need for Assistant Principals at their school sites.

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Staff requested more targeted professional development to target specific classroom support and curriculum. • There needs to be an increase in incentives & awards for students. <p>LCAP GOAL 3:</p> <ul style="list-style-type: none"> • Staff believed there needs to be more counseling and wellness centers for the students at their site. • There needs to be more opportunities for staff and parents to build better relationships, including increased communication, with one another for the benefit of all students.

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

There was a concerted effort by Gilroy Unified to ensure that all educational partners were part of the development of the LCAP. The process provided members of the GUSD community the opportunity to better understand the goals and actions included in the LCAP. The feedback from the educational partner provided crucial information as to how well we are meeting our LCAP goals and the priorities and actions for the students of Gilroy Unified. Based upon their feedback from actions currently in place, the LCAP goals and actions were either continued, modified, or removed in the 2024-25 plan.

Beginning in Fall 2023, Educational Services, Student Services and Human Resources crafted surveys for Certificated and Classified Staff, Students and Parents. The surveys were reviewed by many district team members including administrators. It was decided that the Panorama survey platform would be used for all the surveys. Panorama offered a simplified interface for educational partners to participate in surveys and also afforded a clear and easy way to decipher data interface on each of the survey responses.

In Winter 2024, Educational Services met with all site administrators and reviewed the expectations of all the educational partners that should participate in the LCAP surveys and also specific timelines for completion. Administrators calendared dates to present the surveys to parent groups, ELAC, DELAC, School Site Council and Certificated and Classified Staff. In those parent groups that represented all grade levels, parents with students with disabilities were included in each of the groups. Administrators also determined what groups of students should participate in the survey and how the surveys would be administered to the students. The student groups included students in 5th-12th grade. It was determined that the LCAP parent survey would be sent out by the GUSD Public Information Officer and posted on the GUSD website in February 2024. The LCAP parent survey was available to parents in English and Spanish.

After the completion of the surveys (by the end of February 2024), the Educational Services team worked on the survey results and started to find trends in the survey feedback. Educational Services revisited specific survey questions and generated an LCAP Survey Feedback slide deck that presented some of the high leverage questions and the data generated from the questions. All site administrators were presented

and trained on the information of the slide deck. Administrators were tasked with going back to their targeted educational partner groups (ELAC, Staff, School Site Council, Student Groups) and present the findings from the surveys during the month of March 2024. In these meetings, where the findings were presented, administrators collected additional qualitative feedback from their educational partner groups and used an input document for all partner feedback. The Educational Services team then collected all the input data from all the school sites and began to explore the findings and how those findings might be included in GUSD's LCAP.

There were specific trends that were discovered from the surveys and those trends helped to capture the next steps of the development of the LCAP.

GOAL # 1:

- Priority areas for staff included more professional development and social emotional learning, school climate, student engagement, literacy, math and supporting students with special needs or from culturally diverse backgrounds. (Action 1.3, 1.4, 1.5)
- Priority areas for parents included career information and readiness, study skills and more communication regarding how their children are progressing academically. (Action 1.1)
- Priority areas for students included additional elective offerings and the teaching of "practical skills" such as how to do their taxes, more opportunities for experiential learning such as field trips focused on career and college. (Action 1.1)

GOAL # 2:

- Priority areas for staff included using data to create small groups, literacy specialists, support with English learners and students with a disability.(Action 2.1, 2.3, 2.4)
- Priority areas for parents were teaching students how to communicate better with their teachers, more support for reading, structured after school tutoring, telling parents what their children are learning and how to help them. (Action 2.2, 2.3)
- Priority areas for students included more support to complete A-G requirements, tutors in the classroom and for teachers to relate class work to actual life. (Action 2.2, 2.3, 2.4)

GOAL # 3:

- Priority areas for staff included culturally responsive teaching and streamlining the social emotional curriculum. (Action 3.1, 3.3, 3.5)
- Priority areas for parents included events that bring more family involvement, open forums "coffee with the principal", back to school events for parents, more celebration activities, bringing arts programs and classes back to the schools, parenting workshops. (Action 3.1, 3.2, 3.4)
- Priority areas for students included more spirit days with rewards, fun activities such as field trips and more materials that represent "us".(Action 3.3, 3.4, 3.5)

GOAL #5:

- Mount Madonna High School, our continuation high school, has received Equity Multiplier funds.
- The MMHS administrator met on separate occasions with their educational partners to explore the use of Equity Multiplier funds. MMHS educational partners included, parents, students, classified and certificated staff and school site council members. MMHS educational partners stated that ensuring support for the MMHS subgroups was a top priority for the spending of equity multiplier funds. Students having increased access to credit recovery courses, college and career pathways, dual enrollment opportunities, and increased access to elective courses were targeted specific supports that MMHS would be able to use with their equity

multiplier funds. Additionally, MMHS's WASC report highlighted a need to update technology, which in turn would improve the personalized learning experience of students through improved access to educational technology. Further, to address suspension rates, MMHS seeks to leverage its equity multiplier funds to improve its existing wellness center through added materials and furniture.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Create rigorous and innovative learning spaces that deepen students' conceptual understanding and support students to achieve successful post-secondary outcomes	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

To enhance the academic program in Gilroy Unified School District (GUSD), it is important to prepare students with the skills they need to be successful in college and in their future careers. Current data shows a need for GUSD to provide professional development to staff, so they are equipped with the instructional strategies and understanding of evolving educational technology, which will in turn support the schools' efforts in teaching students the necessary skills for college and career readiness. In doing so, GUSD aims to increase the level of academic achievement by supporting students and staff and expand offerings for all students. This goal addresses State Priorities 2, 4, 7 and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA Met/Exceeded	40.2% (2023) English Learner -- 8.2% Foster Youth -- 14.3% Homeless -- 13.5% Stud w/Disabilities -- 9.8% Socio Econ Disadv -- 27.7% Hispanic -- 32%			50% (2026 Overall) English Learner -- 20% Foster Youth -- 30% Homeless -- 30% Stud w/Disabilities -- 20% Socio Econ Disadv -- 40% Hispanic -- 45%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math Met/Exceeded	30.4% (2023) English Learner -- 7.4% Foster Youth -- 14.3% Homeless -- 7.1% Stud w/Disabilities -- 8.7% Socio Econ Disadv -- 18.9% Hispanic -- 22.2%			40% (2026 Overall) English Learner -- 20% Foster Youth -- 25% Homeless -- 30% Stud w/Disabilities -- 25% Socio Econ Disadv -- 30% Hispanic -- 35%	
1.3	UC/CSU A-G Ready	45.8% (2023) English Learner -- 3.9% SocioEcon Disadv -- 32% Stud w/Disabilities -- 10.8% Homeless -- 20% Hispanic -- 34.1%			55% (2026) English Learner -- 15% SocioEcon Disadv -- 45% Stud w/Disabilities -- 15% Homeless -- 35% Hispanic -- 50%	
1.4	Technology Survey	23-24 Apple teacher survey --% of teachers indicating tech use Often/Daily) Critical thinking -- 49% Personalization -- 52% Real world engagement -- 20%			Often/Daily Critical thinking -- 75% Personalization -- 75% Real world engagement -- 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Rigorous Expectations in School (Survey)	69% (Panorama Parent Survey 23-24)			80%	
1.6	Graduation rate of Students with Disabilities -- Five year cohort)	66.9% (2023 SWD 5-year cohort graduation rate)			75%	
1.7	CTE completers (Senior Grads)	17% (2023)			25%	
1.8	A-G & CTE completers (Seniors)	11.5% (2023 CA Dashboard)			20%	
1.9	SWD students 40% or more in general education setting	84% (23-24)			90%	
1.10	Secondary schools with site-based EL Specialists to support teachers of ELs	85% (23-24)			100%	
1.11	Implementing Academic State Standards Rubric Score (Prof. Dev. & Inst. Materials)	4 out of 5 (2024)			5 out of 5	
1.12	CAST (CA Science Test) Met/Exceeded	27.3% (2023)			40%	
1.13	College/Career Indicator (CA Dashboard) percent of graduations "prepared"	41.2% (2023 Overall) English Learners - 7.4% Homeless - 8.8% Stud w/Disabilities - 4.6%			60% (Overall) English Learners - 40% Homeless - 40% Stud w/Disabilities - 25%	

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	College and Career Readiness (including Career Technical Education (CTE))	Ensure Articulation and Alignment, PK through Adult Ed, to promote college and career readiness by: <ul style="list-style-type: none"> • a. Developing a common definition of a college and career-ready student in Gilroy Unified School District. • b. Utilizing AVID curriculum and strategies to promote college and career readiness across schools • c. Leveraging California Colleges to designate curriculum at each grade level (grades 6-12), as evidenced by student usage reports within the system. • d. Continuing to provide Cal-SOAP services at the middle and high school level. • e. Implementing Career Pathways with Special Education Students through Workability Program • f. Equipping elementary students with the critical thinking skills, habits of success, and career awareness necessary for 	\$455,250.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>successful post-secondary outcomes through initiatives such as district-wide supported graphic organizers, learning about local jobs, professions, and exploring local colleges utilizing the locally adopted core curriculum and supplemental community resources.</p> <p>Strengthen CTE and Visual and Performing Arts programming in GUSD by:</p> <ul style="list-style-type: none"> • g. Monitoring all aspects of the CTE program including the use of State and Federal funding sources such as the CTE Incentive Grant, Perkins Grant, and K12SWP Grant for Work Based Learning and CCAP agreements. • h. Fortifying District-wide specialized programs, including Dual Immersion, Biliteracy Pathways, Computer Science Academy, Biomedical Science Academy, Agricultural Sciences, Dual Enrollment Enrichment Opportunities, and VAPA Pathways, through the support of District Coordinator for Dual Enrollment, Work-Based Learning, and Enrichment. Special attention with regard to the Dual Immersion secondary programming and biliteracy pathways will seek to improve the college and career readiness indicator levels of English Learners at both Gilroy High School and Christopher High School, as this subgroup of students performed lowest in this area on the California Dashboard at both comprehensive high schools. By leveraging the Work-Based Learning and Enrichment District Coordinator to fortify these two pathways (Dual Immersion and Seal of Biliteracy Pathways), the district seeks to uplift our multilingual learners and connect them to college and career opportunities that support their ongoing growth. • i. Providing a Work-Based Learning / CTE administrator to strengthen college and career pathways for students across the school district • j. Expanding elementary VAPA offerings to showcase various career pathways to students, leveraging VAPA TOSA to strengthen VAPA pathways PK-12. • k. Providing materials, equipment, and performance opportunities for students participating in Visual and Performing Arts courses and programs. 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • l. Continuing to provide career exploration opportunities to secondary students through work-based learning with the K12SWP Grant and others. • m. Implementing elective coursework at the middle schools, through the pursuit and implementation of Middle School foundational Academy Grants and other sources. • n. Continuing to collaborate with community partners, such as the Santa Clara Office of Education, Gavilan College and Industry partners such as STAR Arts Education and 3B Productions to strengthen college and career programming throughout the school district. • o. Continuing to develop Career and Technical Student Organizations (CTSO). Develop CTSOs into current pathways with “Skills USA” and other sanctioned State CTSOs. • p. Maintaining and expand articulation agreements with Mission College, Ohlone College, and develop a CCAP agreement with Gavilan College. • q. Continuing to connect schools with the community with events such as the annual Rock the Mock and Career Fairs, as well as the bi-yearly Transitional and Vocation Parent Student Fair. • r. Developing and supporting a Virtual Job Shadowing and Coaching Program using PATHFUL Explorer. <p>Collectively, all of the above-named actions will support the following Districtwide subgroups that performed the lowest on the college and career readiness indicator: English Learners, Unhoused Students, and Students with Disabilities. More specifically, the actions of providing targeted support through Cal-SOAP services (action 1.1.d) and expanding dual enrollment opportunities at Mt. Madonna High School (MMHS) and Gilroy High School (GHS) (action 1.1.p) will address the College and Career Readiness levels of English Learners (at GHS and at MMHS), and MMHS's socioeconomically disadvantaged students, Hispanic students, and overall school results. GHS and MMHS are the only two high schools leveraging Cal-SOAP in the 2024-25 school year. Actions 1.1.r and 1.1.e will support improving the College and Career Readiness levels of Students with Disabilities at Gilroy High School, especially because the position of the Workability Vocational Specialist will be staffed in the upcoming school</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>year. Further, MMHS's AVID elective offering (action 1.1.b) will support its efforts to improve college and career readiness for its socioeconomically disadvantaged students, Hispanic students, and English Learners, due to AVID's focus on equipping students with skills necessary to make it to and through college. These actions will specifically address the student subgroups and schools whose performance level appeared lowest on the California Dashboard for College and Career Readiness.</p> <p>Revise high school graduation requirements to ensure newly-adopted state requirements from the California Department of Education are incorporated, while also defining alternative diploma pathway for students with disabilities. This action will specifically support the following district-wide student subgroups with Graduation Rate -- Student with Disabilities, Unhoused students, as well as Gilroy High School's subgroup of Students with Disabilities. This action will specifically address the student subgroups and school whose performance level appeared in the red on the California Dashboard for graduation rate.</p>		
1.2	1.2 Educational Technology Integration	<p>By taking the following steps, GUSD will leverage educational technology to inspire innovative learning spaces that deepen students' conceptual understanding, emphasizing the TPACK model to develop students' skills with communication, collaboration, critical thinking, and creativity:</p> <ul style="list-style-type: none"> • a. Continue to provide digital devices to meet the needs of all students in the use of learning management applications, instructional resources, and online materials necessary to supplement the core curriculum. • b. Continue to provide digital learning software including instructional resources and materials to supplement the core curriculum for all students. By providing software licenses for specific instructional technology that targets English Language Development, the school district seeks to improve the English Learner Progress Indicator (ELPI) at El Roble Elementary School, Eliot Elementary School, South Valley Middle School, Christopher High School, and Mt. Madonna High School (based on the "red" indicator, signaling the lowest performance of these schools in this area on the California Dashboard). 	\$944,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • c. Acquire technology and tools to assist teachers in providing individualized lessons to support academic growth. • d. Review current board policies around acceptable use, academic integrity, and technology integration, including the use and integration of Artificial Intelligence (AI) and the implementation of digital literacy instruction across all grade levels. • e. Continue to support classroom teachers through Instructional Educational Technology Specialists. 		
1.3	1.3 Evidence-Based Instructional Practices	<p>GUSD will implement evidence-based instructional practices to create rigorous and innovative learning spaces that deepen students' conceptual understanding, in the following manner:</p> <ul style="list-style-type: none"> • a. Support site leaders with the continued use of observational tools to measure classroom practices. Data trends will be analyzed and shared during site and district visits. • b. Utilizing the adopted and supplemental instructional materials, teacher teams will be created to update curriculum maps and course outlines which will include strategies, supplemental materials and assessments. • c. Utilize release days throughout the school year across levels to provide professional development for teachers and administrators, focused on research-based strategies, curriculum implementation, and instructional leadership. • d. Integrate research-based literacy and language instructional strategies for all students including students with disabilities. • e. Continue to utilize the adopted and supplemental curriculum for special education; curriculum maps, and course outlines will continue to be developed to include strategies, supplemental materials, and assessments. • f. Support sites with developing small-group instructional models for literacy instruction and differentiation. <p>These actions are specifically supporting the named subgroups (district-wide) in their English Language Arts performance, based on the data from the California Dashboard, as these student groups received a red indicator</p>	\$331,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>-- English Learners, Foster Youth, Unhoused Students, Students with Disabilities. More specifically, action 1.3.f (small-group instructional models for literacy instruction and differentiation) and 1.3.d (integrating research based literacy and language instructional strategies for all students including students with disabilities) will be intensified at the elementary level, and even more specifically at Glen View Elementary, El Roble Elementary, Las Animas Elementary, Luigi Aprea Elementary, and Rucker Elementary, as a means of providing targeted support for the following subgroups that received a red indicator on the California Dashboard in the area of ENGLISH LANGUAGE ARTS:</p> <ul style="list-style-type: none"> • El Roble Elementary (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities), • Eliot Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students), • Glen View Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students), • Las Animas Elementary (English Learners, Students with Disabilities), • Luigi Aprea Elementary (English Learners, Students with Disabilities), and • Rucker Elementary (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students) <p>Action 1.3.b will address the MATHEMATICS achievement at all three middle schools for the named subgroups due to the red indicator on the California Dashboard. In updating the curriculum maps, the three middle schools will select district-supported supplemental instructional materials for mathematics, to provide targeted support for English Learners (at all three schools), Students with Disabilities (at Brownell Middle School), and Socioeconomically Disadvantaged students and Hispanic Students (at Solorsano Middle School). In aligning their curriculum maps and sharing best practices between each other, the middle school math teachers will better address the needs of their student subgroups.</p>		

Action #	Title	Description	Total Funds	Contributing
1.4	1.4 District-led Professional Learning	<p>GUSD staff will meet the needs of identified subgroups of students by providing professional development to staff, especially by:</p> <ul style="list-style-type: none"> • a. Continuing to differentiate professional development through in-service learning for certificated, classified, and paraprofessional staff. • b. Providing professional development to all teachers to promote the use of instructional technology as a means to deliver a rigorous and relevant curriculum aligned to the core content standards, taught through 21st Century Learning Skills. • c. Providing Professional Development with target support for Social-Emotional Learning (SEL), Trauma-Informed Care, Mental Health. • d. Continuing to provide an Educational Services Coordinator to support, oversee and facilitate professional development. <p>GUSD staff will provide professional development on the needs of students with IEPs in the following manner:</p> <ul style="list-style-type: none"> • e. Continue to implement a comprehensive staff development plan for all staff in order to support the needs of students with IEPs. • f. Continue to use job-alike meetings in Special Education to determine professional development needs by department, grade level, and specialization. • g. Provide ongoing instructional support to engage and train teachers to implement supplemental curriculum for students with disabilities. • h. Continue to provide Special Education Department led training for Administrators and Staff <p>With elementary schools' professional development around Thinking Maps (action 1.4.a), Gilroy Unified seeks to implement a research-based strategy (namely graphic organizers) to improve critical thinking skills and writing production to positively impact ENGLISH LANGUAGE ARTS achievement of the following subgroups at the following schools, based on the red indicator on the California Dashboard (impacting 6 of the 7 elementary sites in GUSD):</p> <ul style="list-style-type: none"> • El Roble Elementary (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities), 	\$389,005.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Eliot Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students), • Glen View Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students), • Las Animas Elementary (English Learners, Students with Disabilities), • Luigi Aprea Elementary (English Learners, Students with Disabilities), and • Rucker Elementary (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students) <p>Actions 1.4.g, 1.4.f, 1.4.h will also intentionally support students with disabilities' English Language Arts achievement at El Roble, Eliot, Las Animas, Luigi Aprea and Rucker, as the professional development for these sites will emphasize inclusive practices and strategies that best support students with IEPs, especially in a general education setting. This action intentionally supports the schools with their subgroup of students with disabilities, based on the red indicator on the California Dashboard.</p> <p>With secondary schools' professional development on Kagan Cooperative Learning (differentiated by subject area - STEM and Humanities, as referenced in action 1.4.a), Gilroy Unified School District seeks to improve the performance levels of the following subgroups at the following schools in ENGLISH LANGUAGE ARTS, based on the red indicator on the California Dashboard:</p> <ul style="list-style-type: none"> • Brownell Middle School (English Learners, Students with Disabilities), • Solorsano Middle School (English Learners) • South Valley Middle School (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities) • Gilroy High School (English Learners) <p>Through this same action (1.4.a), Gilroy Unified School District seeks to improve the performance levels of the following subgroups at the following schools in MATHEMATICS, based on the red indicator on the California Dashboard for these schools and student subgroups:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Brownell Middle School (English Learners, Students with Disabilities), • Solorsano Middle School (English Learners, Socioeconomically Disadvantaged Students, Hispanic Students) • South Valley Middle School (English Learners) • Gilroy High School (Overall school results, English Learners, Hispanic Students) • Mt. Madonna High School (Overall school results, Socioeconomically Disadvantaged Students, Hispanic Students) <p>Subject-differentiated and teacher-individualized coaching on Kagan Cooperative Learning will be provided at these sites, with a focus on engaging students through reading, writing, speaking and listening. By focusing on language development and student engagement, and by leveraging subject-specific cooperative learning instructional strategies, GUSD intends to address the red indicators on the California Dashboard for the sites and student subgroups listed above.</p>		
1.5	1.5 Certificated Coaching, Mentorship & Support	<p>GUSD staff will support sites in creating rigorous and innovative learning spaces by providing ongoing coaching for certificated staff, especially in the following manner:</p> <ul style="list-style-type: none"> • a. Continue to support classroom teachers through Instructional Specialists in the areas of Math, Science, and Common Core at the secondary level. • b. Provide a Math Academic Coach to support elementary math instruction. • c. Provide coaching and other training to Academic Coaches and Instructional Specialists, by level and content area with a specific focus on language acquisition and development, trauma-informed practices, and literacy development. • d. Continue to provide a Special Education Program Specialist to provide instructional support for teachers and with writing quality IEP at all levels. • e. Continue to employ Instructional Technology Specialists at the secondary level to provide professional learning and support for classroom instructional technology. 	\$449,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • f. Support Educational Services Tech Specialist Task Force to oversee and support the specialists who are at the secondary school sites. • g. Employ Literacy Facilitators at the elementary level to provide professional learning and support to teachers in the area of literacy development. • h. Continue providing new teacher and new administrator support through district- and site-based mentorship <p>Action 1.5.b, coupled with Action 1.5.d will address the MATHEMATICS achievement of Students with Disabilities at the following elementary school sites to address the achievement of this student subgroup at the named schools, based on the red indicator on the California Dashboard: El Roble Elementary, Las Animas Elementary.</p> <p>The school district will continue providing coaching for Gilroy High School's mathematics department (Action 1.5.c, coupled with Action 1.4.a), and expand that coaching to Mt. Madonna High School to provide targeted support for MATHEMATICS achievement of the student subgroups listed at each site, as specified below, based on the red indicator of these schools and subgroups on the California Dashboard:</p> <ul style="list-style-type: none"> • Gilroy High School (Overall School Results, English Learners, Hispanic Students) • Mt. Madonna High School (Overall School Results, Socioeconomically Disadvantaged students, and Hispanic students) 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maximize resources that provide equitable student support	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

There is currently a disproportionality of academic outcomes for students in our targeted subgroups. The goals are aimed to provide supports and services that will assist all students but especially Foster Youth, students experiencing homelessness, migrant students, socio-economically disadvantaged students, English learners, and students with IEPs in achieving the highest level of academic success possible. Current data shows a need for Gilroy Unified School District (GUSD) to strengthen its approach with equity and inclusion, strengthen its data systems, and expand intervention and enrichment opportunities. This goal addresses State Priorities 2, 4, 7 and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP ELA % Met/Exceeded	40.2% (2023)			55%	
2.2	CAASPP Math % Met/Exceeded	30.4% (2023)			45%	
2.3	UC/CSU A-G Ready	45.3% (2023)			60%	
2.4	% Ready/Cond -- EAP in ELA (Juniors) - 65%	49.6% (2023)			60%	
2.5	% Ready/Cond -- EAP in Math (Juniors) - 65%	24.3% (2023)			35%	
2.6	% of Sophomores Passing Math II or higher	79% (23-24)			85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Advanced Placement Score 3 or better	54.5% (2023)			60%	
2.8	STAR Reading mid-year 2nd-8th	42.3% (State Benchmark Winter 23-24)			55%	
2.9	Math Benchmarks mid-year (Grades 2-8)	32% (iReady Grades 3-8, on track for proficiency 23-24)			40%	
2.10	% of EL students making progress as measured by the ELPAC	44.4% (2023)			60%	
2.11	EL Reclassification rate	5.7% (23-24)			10%	
2.12	% of EL students in the US 3 or more years enrolled in grade level English	96% (Grades 6-12)			over 95%	
2.13	Teacher PD to support EL students (% favorable on Teacher survey)	69% (23-24)			85%	

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	2.1 Equity & Inclusion	<p>GUSD staff will implement equitable and inclusive practices for targeted student subgroups in the following manner:</p> <ul style="list-style-type: none"> • a. Continue to provide equity and inclusion training and support for administrators and staff. • b. Establish a common language and understanding of inclusion and equity. • c. Support administrators and staff in creating action plans to remove barriers. • d. Link services and resources for Foster Youth, students identified as McKinney-Vento, Migrant Education Program, and Socio-economic disadvantaged students. • e. Provide bi-monthly after-school training for paraprofessionals • f. Work collaboratively with the Santa Clara COE Inclusion Collaborative to provide training and coaching on inclusive practices districtwide with an emphasis on preschool and elementary for the 24/25 school year. • g. Continue to align a continuum of support through the multi-tiered systems of support framework (MTSS) model, providing universal, supplemental, and intensified support for academics. <p>Action 2.1.f will intentionally support the following schools' efforts in addressing the red indicators on the California Dashboard for Students with Disabilities in the following areas:</p> <ul style="list-style-type: none"> • English Language Arts: El Roble, Eliot, Las Animas, Luigi Aprea Elementary Schools • Mathematics: El Roble, Las Animas • Suspension Rates: Glen View 	\$580,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Brownell Middle School will also leverage the action named in 2.1.f to implement Universal Design for Learning (UDL) instructional strategies across its site, to specifically address the achievement of its students with disabilities in the areas of English Language Arts, Mathematics, and Suspension (per the red indicator on the California Dashboard).</p>		
2.2	2.2 Assessment, Data & Accountability Systems	<p>GUSD staff will support data-monitoring, analysis, and decision-making for academics within an aligned and articulated multi-tiered system of support (MTSS) in the following manner:</p> <ul style="list-style-type: none"> • a. Ensure all grade levels/departments administer and analyze a minimum of two common formative assessments. • b. Provide data tools to regularly disaggregate and analyze student progress. • c. Provide assessment tools (such as universal screeners and diagnostics) to regularly monitor and analyze student progress. • d. Strengthen district data-collection and accountability systems through implementing site-based PLC at secondary sites, providing staff and leadership with PLC training and ongoing support. • e. Continue District Professional Learning Communities (DPLC) at least 6 times per year at the elementary level. • f. To improve access to all programs for all students, support teachers in addressing identified needs to align with the MTSS model with an emphasis on targeted groups such as Foster Youth, students experiencing homelessness, migrant students, socio-economic disadvantaged students, English learners, and students with IEPs, through disaggregating data. • g. Review student transcripts and report cards to ensure students are making grade-level progress and remain on-track for graduation. <p>These actions are specifically supporting the named subgroups (district-wide, based on the red indicator on the California Dashboard) in their Mathematics (English Learners, Unhoused Students, and Students with</p>	\$1,155,837.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Disabilities) and in English Language Arts (English Learners, Foster Youth, Unhoused Students, and Students with Disabilities).</p> <p>With improved systems for assessment, data and accountability, the district seeks to ensure that the following schools can better support the following student subgroups in the following areas, based on the red indicator performance on the California Dashboard:</p> <p>MATHEMATICS ACHIEVEMENT:</p> <ul style="list-style-type: none"> • El Roble Elementary (Students with Disabilities) • Las Animas Elementary (Students with Disabilities) • Brownell (English Learners, Students with Disabilities) • Solorsano (English Learners, Socioeconomically Disadvantaged Students, Hispanic Students) • South Valley Middle School (English Learners) • Gilroy High School (Overall school results, English Learners, Hispanic Students) • Mt. Madonna High School (Overall school results, Socioeconomically Disadvantaged Students, Hispanic Students) <p>ENGLISH LANGUAGE ARTS ACHIEVEMENT:</p> <ul style="list-style-type: none"> • El Roble Elementary (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities), • Eliot Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students), • Glen View Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students), • Las Animas Elementary (English Learners, Students with Disabilities), • Luigi Aprea Elementary (English Learners, Students with Disabilities), and • Rucker Elementary (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students) • Brownell Middle School (English Learners, Students with Disabilities), • Solorsano Middle School (English Learners) • South Valley Middle School (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Gilroy High School (English Learners) <p>ENGLISH LEARNER PROGRESS INDICATOR (ELPI) for El Roble, Eliot, South Valley Middle School, Christopher High School, and Mt. Madonna High School.</p> <p>Action 2.2.e will focus on MATHEMATICS, with a focus on students with disabilities at elementary sites (based on this student subgroup red indicator performance in this area on the California Dashboard).</p> <p>Action 2.2.d and 2.2.f will support the secondary sites with addressing the needs of the specified subgroups in the areas of Mathematics and English Language Arts, as individual departments will focus their efforts on sharing instructional strategies to support their students in site-based Professional Learning Communities (PLCs). As teachers view the disaggregated needs of their students in their professional learning communities, they will also be better equipped to address the needs of their English Learners in all subject areas, which in turn may support schools in improving the English Learner Progress Indicator (a need specified by the red indicator on the California Dashboard).</p>		
2.3	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	<p>GUSD staff will provide targeted language and literacy support to English learners and other targeted subgroups in the following manner:</p> <ul style="list-style-type: none"> • a. Provide professional development on literacy, language development, and effective intervention. • b. Provide models of classroom practices at all levels to support English Learners. • c. Provide resources for staff to include culturally relevant pedagogy into the school framework from academics to activities. • d. Maintain smaller core content class sizes for English Learners. • e. Provide two ELD Academic Coaches (elementary and secondary) to provide training and support to teachers in integrated and designated ELD standards and evidence-based teaching practices. • f. Provide an ELA/ELD administrator to coordinate data-informed and student-centered district literacy plan, professional development and articulation and alignment of ELA/ELD, 	\$1,676,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>intervention and acceleration, with a focus on early literacy for preschool UPK alignment.</p> <ul style="list-style-type: none"> • g. Utilize Literacy Facilitators to support/guide teachers in implementation/literacy instruction and assessment at the elementary level. • h. Utilize English Learner Specialists, Instructional Coaches, and Instructional Specialists to facilitate peer observations, lead professional development, and provide support for differentiation and other research-based practices at the secondary level. • i. Provide training and support for effective and consistent Designated English Language Development at all levels and across all core subject areas. • j. Refine supports and supplemental materials for Newcomers across all school sites. • k. Pilot a model a new model of subject-specific, individualized support for English Learners in Academic Language Development (ALD) courses for high school students. <p>Action 2.3.f will focus efforts on El Roble Elementary, Eliot Elementary, South Valley Middle School, Christopher High School, and Mt. Madonna High School to improve English Learner Performance Indicator (ELPI) per those schools' red indicator performance on the California Dashboard.</p> <p>Action 2.3.h will ensure that all elementary schools leverage their Literacy Facilitators to address the needs of English Learner students, especially with English Language Arts (per the red indicator performance on the California Dashboard indicators), and support sites with implementation of Thinking Maps (per Action 1.4.a).</p> <p>Action 2.3.i will include intensified support at Gilroy High School, which has the largest number of English Learner students. By providing subject-specific support to English Learners through instructional coaches and instructional specialists, Gilroy High School seeks to improve the performance of its English Learners (per their red indicator performance on the California Dashboard) in mathematics, English Language Arts, and College and Career Readiness. All three middle schools will utilize their English Learner Instructional Specialists to collaboratively partner with</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Arts teachers to address the needs of their English Learners (per the red Dashboard Indicators), focusing on Kagan Cooperative Strategies (per Action 1.4.a).</p> <p>Action 2.3.k will be focused at Christopher High School, with the intent of addressing the red indicator on the California Dashboard for English Learner Progress Indicator (ELPI), piloting a model a new model of subject-specific, individualized support for English Learners in ALD courses.</p>		
2.4	2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)	<p>GUSD staff will provide options for students to master grade-level standards through equitable expanded learning opportunities during the school year in the following manner:</p> <ul style="list-style-type: none"> • a. Offer extended day, online learning option for credit recovery as a 0/7 period for students. • b. Provide a 7-period day option for students participating in specialized programs, additional AP or college coursework. • c. Continue to provide after-school intervention for Migrant Education Program students. • d. Continue to provide tutoring services for targeted student subgroups, including Migrant Education Program, McKinney-Vento, and Foster Youth students. • e. Maintain Virtual Learning Academy (VLA) for high school students as an independent study and home hospital program. • f. Continue providing the Envision Academy for academically at-risk students at the high school level. • g. Continue to fund two peer tutoring coordinators at the comprehensive high schools to provide options for academic support. • h. Provide AVID (Advancement Via Individual Determination) professional development for AVID course implementation. • i. Continue to support PSAT administration and Advanced Placement test support for students. • j. Ensure each middle school has a counselor working to identify Tier 2 and 3 interventions and enrichment opportunities. 	\$2,758,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • k. Provide Program Administrator of Intervention and Student Supports to ensure students are connected to Tier 2 and Tier 3 supports. • l. Expanded Learning Program (such as PowerSchool) will continue offering after school Learning Programs, based on the district’s identified needs. <p>Provide summer learning opportunities to address student needs by specifically:</p> <ul style="list-style-type: none"> • m. Offering an expanded credit recovery summer program for students in grades 11 and 12 to support an “on-time” graduation rate. • n. Offering Extended School Year option (ESY) for eligible students with disabilities. • o. Providing students in the Migrant Education Program summer school intervention. • p. Providing elementary summer academic enrichment programs (with a focus on Mathematics and English Language Arts) for targeted identified students. • q. Expanded Learning Program (such as PowerSchool) will continue offering Summer Learning Programs, based on the district’s identified needs. • r. Providing summer transportation for qualifying students. 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Build inclusive and safe schools that prioritize mental health and social-emotional well-being of all, especially by focusing on Multi-Tiered Systems of Support (MTSS), Social-Emotional Learning (SEL), and School Climate and Culture.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Social-emotional and engagement needs of students and families continues to be a focus for Gilroy Unified. Student/parent survey responses continue to voice the need for this additional support. Particularly significant were the requests for counseling for anxiety and depression, lack of motivation and/or academic engagement, and support for students with high and chronic absenteeism and their families. Through various input sessions, families have voiced a desire for more support and educational opportunities for themselves to learn how they can better support their students’ academic achievement and advocate for their students. Parents have also expressed a greater desire to be involved with site-based volunteer opportunities. Though the school district has made progress with addressing these areas, there continues to be a disproportionate number of students with chronic absenteeism, disciplinary incidents, and mental health-related issues within the following student groups: Foster Youth, students experiencing homelessness, socio-economic disadvantaged students, English learners, and students with IEPs. With a focus on increasing family involvement and increasing communication between the school district, schools, and families, this goal aims to support student mental health, social-emotional well-being, and overall academic success. This goal addresses State priorities 3, 5, and 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	30.6% (22-23 Overall) English Learners -- 32.3% Socio-Econ Disadv -- 36.7% Hispanic -- 33.4%			12% (Overall) English Learners -- 12% Socio-Econ Disadv -- 12% Hispanic -- 12%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students w/Disabilities - - 38.7% Asian -- 16.7% White - 21.8% Two/More Races -- 33% Homeless -- 51.2% Filipino -- 13.8%			Students w/Disabilities -- 12% Asian -- 10% White - 10% Two/More Races -- 12% Homeless -- 20% Filipino -- 10%	
3.2	Attendance Rate	93.1% (23-24 P2)			95%	
3.3	4-year Cohort Dropout Rate	5.3% (22-23)			3%	
3.4	4-year Cohort Graduation Rate	89.7% (22-23 Overall) Homeless -- 52.9% Stud w/Disabilities -- 65.8%			over 90% Homeless -- 80% Stud w/Disabilities -- 75%	
3.5	Middle School Dropout Rate	0.3% (22-23)			0%	
3.6	Suspension Rate	5.4% (22-23 Overall) Foster Youth -- 20% Homeless -- 9.8% Amer Ind -- 9.4%			3% (Overall) Foster Youth -- 5% Homeless -- 5% Amer Ind -- 5%	
3.7	Special Ed Suspension Rate	8.7% (22-23)			5%	
3.8	Expulsion Rate	0.3% (22-23)			0.1%	
3.9	Student survey -- Caring relationships	79% (23-24 Panorama - - Trusted Adult) English Learners -- 74%			85% English Learners -- 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-Econ Disadv -- 75% Students w/Disabilities - - N/A Hispanic -- 76% Amer Ind -- 72% Two/More Races -- 79%			Socio-Econ Disadv -- 85% Students w/Disabilities -- N/A Hispanic -- 85% Amer Ind -- 85% Two/More Races -- 85%	
3.10	Student survey -- School Connectedness	77% (23-24 Panorama - Sense of Belonging) English Learners -- 72% Socio-Econ Disadv -- 76% Students w/Disabilities - - N/A Hispanic -- 76% Amer Ind -- 74% Two/More Races -- 74%			85% English Learners -- 85% Socio-Econ Disadv -- 85% Students w/Disabilities -- N/A Hispanic -- 85% Amer Ind -- 85% Two/More Races -- 85%	
3.11	PBIS Implementation - % of sites implementing PBIS	22% with fidelity (2023-24) 42% partially (2023-24)			70%	
3.12	Percent of Schools with fully constituted ELAC, including DELAC rep	70% (23-24)			100%	
3.13	Parent Input in making decisions rubric score	3 of 5 (23-24)			5 of 5	
3.14	Percent of parents of students with a disability that indicated full	84.1% (2024)			100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	participation in the IEP process					

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	Attendance	<p>GUSD staff will increase engagement by identifying and addressing barriers to attendance in the following increased interventions, rooted in Restorative Practices:</p> <ul style="list-style-type: none"> • a. Continue to partner with community-based agencies to promote best practices related to attendance and engagement. • b. Monitor and measure the effectiveness of interventions at the elementary and the secondary levels • c. Provide Coordinator for Attendance and Welfare to support sites' attendance liaisons via Attendance Collaboratives to train 	\$387,914.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and support site-based attendance staff on attendance monitoring process.</p> <ul style="list-style-type: none"> • d. Continue to leverage support from Senior Staff Secretary of Welfare & Attendance <p>With regard to Action 3.1.c, attendance liaisons at the following middle schools will focus efforts to contact the named subgroups, per the red performance indicators around CHRONIC ABSENTEEISM on the California Dashboard:</p> <ul style="list-style-type: none"> • Brownell Middle School (English Learners, Students with Disabilities), • Solorsano Middle School (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races) • South Valley Middle School (Socioeconomically Disadvantaged Students and Students with Disabilities) 		
3.2	Behavior & Discipline	<p>GUSD staff will decrease disciplinary action through increased interventions, leveraging proactive or Restorative practices, including Positive Behavior Intervention and Support (PBIS) and implementing the following:</p> <ul style="list-style-type: none"> • a. Provide professional development to all staff, including Extended Learning Program Staff to address developmentally appropriate strategies to support behavior needs of students. • b. Continue partnerships with community-based organizations, such as Santa Clara County Office of Education, Santa Clara County Behavioral Health Department, South County Youth Task Force, and the Neighborhood Safety Unit to support student behavior and wellbeing. • c. Provide a new Student Services Program Specialist to support counselors, Academic Coordinators and teachers with implementing and monitoring interventions through MTSS PBIS, and restorative practices. 	\$1,004,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> d. Provide deescalation professional development, such as Therapeutic Crisis Intervention (TCI) Training, Safety First, and Effective School Solutions (ESS) 		
3.3	Climate and Culture (Diversity & Belonging)	<p>GUSD staff will improve school climate and culture, with an emphasis on celebrating diversity and enhancing the sense of belonging across all school sites in the following manner:</p> <ul style="list-style-type: none"> a. Ensure each site follows the MTSS framework for support, leveraging their School Culture and Climate team and Multi-Disciplinary Teams to develop and implement their School Climate Improvement Plan. b. Continue providing Social Emotional Learning (SEL) training for all staff, including Expanded Learning Program Staff c. Continue providing and ensuring implementation of SEL curriculum, focusing on PK-12 alignment and articulation d. Provide training and support for secondary schools as they build and/or strengthen their formalized leadership courses to include SEL curriculum and establish a positive school climate e. Align mission, vision and expectations across school district through strategic planning f. Continue to staff 3 School Linked Services Coordinators g. Provide Positive Behavioral Interventions & Support (PBIS) and School Climate & Engagement Coordinator h. Provide training for student leadership classes (students and staff) to promote a positive school culture <p>The actions in this goal will support district wide efforts to address overall suspension rates of Foster Youth, Unhoused, and American Indian/Alaskan Native Students (thereby addressing the red indicator on the California Dashboard for these student subgroups in this area). More specifically, by creating a sense of belonging and celebrating the diversity of students within Gilroy Unified School District, with a focus on Social Emotional Learning (Action 3.3.c), GUSD seeks to address the SUSPENSION RATES of the subgroup of students at the following school sites, based on the red indicator on the California Dashboard:</p>	\$757,397.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Brownell Middle School (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) • Christopher High School (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) • Gilroy High School (English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities, and Students of Two or More Races) • Mt. Madonna High School (Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) <p>With the addition of specific leadership courses (at Brownell Middle School), and student leadership training (at Mt. Madonna High School, Christopher High School, and Gilroy High School) (Action 3.3.h), GUSD aims to include students to address the climate and culture at their sites, which in turn can address the suspension rates of the named student subgroups, marked with a red indicator on the California Dashboard.</p>		
3.4	3.4 Family Engagement	<p>GUSD staff will increase parent engagement in the following manner:</p> <ul style="list-style-type: none"> • a. Support elementary schools in engaging with parents by continuing to provide a community liaison and provide job-alike meetings and professional development for community liaisons. • b. Ensure families feel welcomed on campus by providing positive customer service and hosting events such as school functions, student performances, presentations, and showcases. • c. Continue to collaborate with School Linked Services and increase coordination of services and dissemination of Information. • d. Continue collaboration with partner agencies to promote parent involvement and access to resources. • e. Continue to subsidize and facilitate the volunteer clearance process for parents. • f. Continue to host Community Fairs for families • g. Provide parents opportunities for leadership, advocacy, and involvement by providing events such as committees, 	\$417,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>volunteering, workshops, etc. around relevant topics such as Parenting in Challenging Times, Importance of School Attendance, Fentanyl & Substance Abuse Awareness, Health Education, Mental Health, Early Literacy, AI, etc.</p> <p>All of the above-named actions will support district-wide efforts around Chronic absenteeism for students identifying as Asian, White, and More than Two Races, especially as GUSD works to educate families about the importance of attendance. These actions will specifically address the student subgroups and schools whose performance level appeared in the red on the CA dashboard in the area of CHRONIC ABSENTEEISM.</p> <p>With regard to Action 3.4.a, community liaisons at the following elementary sites will focus efforts to contact the named subgroups, per the red performance indicators around CHRONIC ABSENTEEISM on the California Dashboard:</p> <ul style="list-style-type: none"> • El Roble Elementary (Overall School Results, Students with Disabilities, White Students, and Students of Two or More Races) • Glen View Elementary (English Learners, Unhoused Students, and Students of Two or More Races) • Las Animas Elementary (Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Students identifying as Asian, Filipino, Hispanic, White, or of Two or More Races) • Luigi Aprea Elementary (Overall School Results, Socioeconomically Disadvantaged Students, White Students, and Students of Two or More Races) • Rucker Elementary (Students with Disabilities) 		
3.5	3.5 Wellness	<p>GUSD will prioritize mental health and social-emotional well-being of all students in the following manner:</p> <ul style="list-style-type: none"> • a. Utilize School Linked Services and Prevention and Early Intervention to refer students to mental health services and other community resources for youth and families. 	\$585,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • b. Continue to staff social workers across the school district to support student mental health needs • c. Continue to provide mental health personnel to provide wellness support, inclusive of Foster Youth, students experiencing homelessness, socio-economic disadvantaged students, and English learners. • d. Provide staffing, such as a full-time social worker, for Extended Learning District Programs to support crisis, therapy, and social-emotional needs. • e. Establish Wellness Centers at each secondary school to improve suspension rates at the middle schools and high schools, especially for Foster Youth, Unhoused, and American Indian/Alaskan Native students who had a red indicator on the California Dashboard. • f. Provide a Wellness administrator to coordinate support services for all sites 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide equitable and high quality basic services (materials, staffing, facilities)	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The state priority of basic services (Priority 1) is essential to running the school district. Approximately 87.98% of the Unrestricted General Fund expenditures go towards all employee salary and benefits. In addition, maintaining adequate standards-based materials, and quality facilities are priorities for Gilroy Unified.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	% of teachers w Clear credential	92.7% (23-24 Estimate) (84.7% 21-22 Dataquest)			100%	
4.2	Routine Restricted Maintenance Match-LCFF Base funding - 3%	3% (23-24)			3%	
4.3	Williams report - No complaints regarding facilities	0 complaints (23-24)			0 complaints	
4.4	Common Core & ELD material availability	100% (23-24)			100%	

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	4.1 Provide standards aligned textbooks to all students	GUSD will ensure high quality materials for all students in the following manner: <ul style="list-style-type: none"> Continue piloting and adopting materials as determined based on prioritization and adoption cycles. 	\$1,020,000.00	No
4.2	4.2 Retaining highly qualified staff to support the target populations	GUSD will ensure high-quality staff are retained as employees, in the following manner: <ul style="list-style-type: none"> Continue to improve the salary and benefits packages for all employees, as GUSD believes that maintaining a stable teaching staff has the greatest impact on English Learners, Foster Youth and Low Income students. Provide additional staffing to provide more support in classrooms across the district in addition to the base funding 	\$12,500,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Implementing a pilot of lower class sizes in 1st grade through 3rd grade through the 2026-27 school year. Continue to support additional FTEs at secondary level to maintain smaller class sizes for the ELD and ALD classes. 		
4.3	4.3 Ensure hiring of effective staff	GUSD will ensure the hiring of effective staff at all levels - certificated, classified and management	\$111,000,000.00	No
4.4	4.4 Provide training and support systems for all staff	<p>GUSD will ensure all staff have the training and support needed, in the following manner:</p> <ul style="list-style-type: none"> Continue providing new certificated staff with support for induction requirements and access to professional development related to job expectations, content, and grade level curriculum. Provide training on a continuing basis regarding the evaluation process for both certificated and classified staff Engage in conversations and begin research for pilot development of new evaluation process for classified staff. Provide training on a continuing basis regarding progressive discipline and performance improvement strategies for management staff. Continue compliance training for both certificated and classified staff. Continue with specific legal training for both certificated and classified staff Establish cohort and pipeline for certificated managers (leadership pathway), to focus on competencies required to support the needs of the targeted populations (English Learners, Foster Youth, and Low Income Students). 	\$460,000.00	Yes
4.5	4.5 Ensure equitable and well maintained facilities	<p>GUSD will ensure equitable and well-maintained facilities in the following manner:</p> <ul style="list-style-type: none"> The budget will maintain the 3% match to RRM (Routine Restricted Maintenance) 	\$5,600,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Analyze current equipment and inventory needs. Review replacement plan for equipment and vehicles within budgetary constraints. • Maintain appropriate budget for deferred maintenance. • Budget will maintain the \$712,000 contribution towards Deferred Maintenance. • The District Facilities Sub Committee will continue to review the District's facility related needs on a monthly basis. • Update the Facility Master Plan. 		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Mount Madonna High School - Equity Multiplier	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Mt. Madonna High School (MMHS) qualified for equity multiplier funds for the 2024-25 school year. These funds will be used to provide targeted support to Mt. Madonna High School to further their college and career readiness indicator, English Learner Progress, Suspension Rates, and Mathematics achievement, for the following student subgroups who scored as "very low" or in the red on the California Dashboard (areas of focus are in the parentheses for each identified student subgroup):

- All Students (College and Career Readiness Indicator, Mathematics)
- English Learners (College and Career Readiness Indicator, English Learner Progress)
- Socioeconomically Disadvantaged Students (College and Career Readiness Indicator, Mathematics, Suspension Rates)
- Hispanic Students (College and Career Readiness Indicator, Mathematics, Suspension Rates)
- Students with Disabilities (Suspension Rates)

This goal addresses state priorities 2, 4, 6, and 7.

By June 2027, Gilroy Unified School District and Mt. Madonna High School will work to improve College and Career readiness, English Learner Progress, Mathematics achievement, and Suspension Rates of the named subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	MMHS English Learner Progress -- percent of	20.4% (2023)			40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELs making progress on ELPAC					
5.2	MMHS CAASPP ELA -- Nearly Met or above	15% (2023)			25%	
5.3	MMHS CAASPP Math -- Nearly Met or above	5% (2023) SocioEcon Disadv -- 2.56% Hispanic -- 4.4%			10% SocioEcon Disadv -- 10% Hispanic -- 10%	
5.4	MMHS College Career Indicator (CA Dashboard)	0.6% (2023) Eng Learners -- 0% SocioEcon Disadv -- 0.7% Hispanic -- 0.7%			10% Eng Learners -- 5% SocioEcon Disadv -- 10% Hispanic -- 10%	
5.5	MMHS Suspension Rate	9.8% (2023) SocioEcon Disadv -- 10.3% Stud w/Disabilities -- 17.1% Hispanic -- 10.3%			5% SocioEcon Disadv -- 5% Stud w/Disabilities -- 5% Hispanic -- 5%	

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
5.1	College and Career Readiness	<p>MMHS will expand Career Technical Education (CTE) opportunities for its students by</p> <p>(1) continuing Culinary Academy elective coursework, and</p> <p>(2) establishing partnerships with external CTE coursework providers (ie. online CTE programming and MetroEd).</p> <p>These opportunities will improve the College and Career Readiness Indicator for all students, English Learners, Socioeconomically Disadvantaged students, and Hispanic students, who scored as “very low” on the California Dashboard.</p>	\$197,000.00	No
5.2	Instructional Technology for Differentiated Instruction	<p>Updating the EdTech for student use (ie. Chromebooks) will improve students’ access to the various EdTech software licenses and personalize their learning. This action can address growth in the areas of math (an area of need for the following MMHS groups, as demonstrated by the red indicator on the California dashboard: all students, socioeconomically disadvantaged students, and Hispanic students) and English Learner Progress (as demonstrated by the red indicator on the California Dashboard for English Learners).</p>	\$114,046.00	No

Action #	Title	Description	Total Funds	Contributing
5.3	Wellness Center Needs	Purchase materials and furniture to expand the existing Wellness Center at MMHS to support students with counseling and mental health needs. This action will specifically address suspension rates among Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students, who have had red indicators on the California Dashboard.	\$10,000.00	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
\$16,980,941	\$853,051

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
15.285%	1.614%	\$1,828,714.58	16.899%

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>Action: College and Career Readiness (including Career Technical Education (CTE))</p> <p>Need:</p>	The Cal-SOAP support for secondary schools is designed to primarily support low income and first generation college students. The school district will be revising graduation requirements to include most recent additions for diploma requirements, and to provide flexibility to attain a high school diploma. In addition, the district is providing a Work-Based Learning/Career Technical Education administrator to strengthen college and career pathways for students across the school district.	Disaggregated A-G Completion Rates (including English Learners, socio-economically disadvantaged students, and students with disabilities)

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>The A-G Readiness of our English learners, foster youth and low income students is significantly below the All student group.</p> <p>Scope: LEA-wide</p>		
<p>1.2</p>	<p>Action: 1.2 Educational Technology Integration</p> <p>Need: Academic data shows that our English Learners, foster youth and low income students are performing significantly below the All student group on the CA Dashboard. EdTech tools will personalize learning and therefore support our targeted student subgroups.</p> <p>Scope: LEA-wide</p>	<p>Site technology specialists will support teachers to use technology to more effectively engage socioeconomically disadvantaged students, English Learners and Foster Youth. Educational technology software licenses will provide equitable access and opportunities for socioeconomically disadvantaged students, English Learners and Foster Youth, to further personalize learning, improve critical thinking and ensure real-world engagement.</p>	<p>Technology survey will show an increase in frequency of technology in the classroom to support critical thinking, personalization of learning, and real-world engagement.</p>
<p>1.3</p>	<p>Action: 1.3 Evidence-Based Instructional Practices</p> <p>Need: Academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group. Improving tier 1 instructional practices and aligning curriculum implementation and scope of standards across the district will particularly support these students by reducing the variability of student experience.</p>	<p>Thinking Maps training for elementary teachers, supplemental curriculum, training for teachers to use the supplemental curriculum, and using release days for curriculum alignment will ensure we are addressing the needs of our targeted student populations.</p>	<p>Walkthrough tool data (evidence of standards-based teaching and alignment to the adopted curriculum), and disaggregated CAASPP ELA & Math data (including English Learners, Foster Youth, Unhoused Students, Students with Disabilities)</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>Scope: LEA-wide</p>		
<p>1.4</p>	<p>Action: 1.4 District-led Professional Learning</p> <p>Need: Last year academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group. Professional development will be provided for all District staff with a specific focus on our targeted population.</p> <p>Scope: LEA-wide</p>	<p>Professional development on engagement strategies, inclusive practices, Social Emotional Learning, Restorative Practices, MTSS alignment, social-emotional learning, will be offered to support teachers to meet the needs of our foster youth, English learners and low-income students. EdServices staff will support the work of ensuring professional development inservice days are addressing our targeted populations.</p>	<p>Walkthrough tool - Site observations will see increased student collaboration</p>
<p>1.5</p>	<p>Action: 1.5 Certificated Coaching, Mentorship & Support</p> <p>Need: Academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group.</p> <p>Scope: LEA-wide</p>	<p>Academic Coaches/Instructional Specialists will be trained in research-based strategies proven to improve the academic success of English Learners, foster youth and socio-economic disadvantaged populations. They will provide coaching to improve teaching practice at all levels, with a specific focus on math, science, and new teacher support.</p>	<p>Teacher surveys will show coaching support was effective at improving their support for the targeted populations.</p>
<p>2.1</p>	<p>Action: 2.1 Equity & Inclusion</p>	<p>Professional development opportunities will be provided that target equitable and inclusive</p>	<p>Increase student favorability on Diversity,</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>Need: Educational partners' feedback from our school sites has shown a need for explicit professional learning on inclusion for targeted general education staff. There is a high number of English Learners and Socioeconomically Disadvantaged students who are also identified as students with disabilities in Gilroy Unified. In particular, this action will provide professional development to improve equity and inclusion efforts in the school district.</p> <p>Scope: LEA-wide</p>	<p>educational practices to support our student subgroups. This professional development will be done in partnership with the Inclusion Collaborative at the Santa Clara County Office of Education.</p>	<p>Equity Inclusion annual district survey, disaggregated for English learners and socio-economically disadvantaged students, and students with disabilities.</p>
<p>2.2</p>	<p>Action: 2.2 Assessment, Data & Accountability Systems</p> <p>Need: State and local assessment data shows ongoing achievement gaps for English Learner, Foster Youth and Low-Income students in ELA and Mathematics. These actions are being provided on an LEA-wide basis.</p>	<p>The continued training and implementation of effective Professional Learning Communities (PLCs) will support teachers in targeting the areas of growth for students in the targeted groups.</p>	<p>CAASPP results for math and English Language Arts, disaggregated for English Learners and Socio-economically disadvantaged students</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>Scope: LEA-wide</p>		
<p>2.4</p>	<p>Action: 2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)</p> <p>Need: State and local assessment data shows ongoing achievement gaps for English Learner, Foster Youth and Low-Income students in ELA and Mathematics. These actions are being provided on an LEA-wide basis.</p> <p>Scope: LEA-wide</p>	<p>Intervention paraprofessionals provide differentiated and targeted support based on individual identified needs, supporting the school district’s Multi-Tiered Systems of Support (MTSS) alignment. Library clerks provide access to high quality and diverse reading material. Credit recovery options (through summer school, Envision Academy, and zero and seventh period offerings) will be provided to students at the comprehensive high schools and the continuation high school. Targeted tutoring will be provided for Foster Youth and McKinney-Vento students. Subject-based peer tutoring will be implemented at the comprehensive high schools. Middle school counselors will support subgroups, ensuring students are academically successful. A program administrator will oversee the independent studies option for students.</p>	<p>CAASPP Math results for socio-economically disadvantaged (SED) students and English Learner (EL) students, as well as students with disabilities and hispanic students that are part of the unduplicated population (EL/FY/SED).</p>
<p>3.1</p>	<p>Action: Attendance</p> <p>Need: Dashboard data shows ongoing attendance gaps for English Learner, Foster Youth and Low-Income students compared to all and other student groups. These actions are being provided on an LEA-wide basis.</p> <p>Scope:</p>	<p>Student Services staff will support sites with effective attendance monitoring and intervention processes through monthly attendance collaborative meetings, also providing support for parent engagement and access to resources for targeted student subgroups.</p> <p>Student Services staff, through their School Linked Services (SLS), will provide focused outreach to collaborate with families to overcome the barriers that English Learners, Foster Youth and Low-Income students may experience, as it relates to school attendance.</p>	<ul style="list-style-type: none"> • CA Dashboard for Chronic Absenteeism, and • Monthly attendance report by site

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		
3.3	<p>Action: Climate and Culture (Diversity & Belonging)</p> <p>Need: The disaggregated data from surveys, county mental health and Healthy Kids results show that there is a need for increased mental health supports at each grade level. Students with IEPs, Foster Youth, socio-economic disadvantaged and English Learners may experience significant difficulties which impact their ability to engage fully in the school environment.</p> <p>Scope: LEA-wide</p>	Implementing the MTSS model and providing additional mental health supports for students may improve the attendance rate which in turn may improve classroom attendance, overall graduation rates and decrease the drop-out rates.	School Climate Student Surveys -- Increase percent favorable in Sense of Belonging and Supportive Relationships, disaggregated for English Learners and Socio-economically disadvantaged students
3.4	<p>Action: 3.4 Family Engagement</p> <p>Need: Survey results and site parent meeting data show that parents of the targeted student populations are under-represented. There is a need to increase parent engagement on an LEA-wide and site basis.</p> <p>Scope:</p>	In order to address this disparity, school-based liaisons provide outreach to the families of our targeted student populations. These actions are being provided on an LEA-wide basis, and the district expects an increase in parent participation at all levels.	<p>Parent survey increase percent favorable in Family-School Relationships</p> <p>And Chronic Absenteeism Rates for: Asian students (unduplicated) White students (unduplicated) Students of Two or More Races (unduplicated)</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>4.2</p>	<p>Action: 4.2 Retaining highly qualified staff to support the target populations</p> <p>Need: Hiring and retaining highly qualified teachers has been proven to improve the academic success of students. Data on 90/90/90 (90% socio-economic disadvantaged, 90% minority, 90% at or above grade level standards) schools show that highly qualified teachers have the greatest impact on language acquisition for English Learners. In order to support the actions throughout the plan, GUSD has increased the pay rate for teachers in order to attract and retain highly qualified teachers. One of the district's goals has been to have a more stable teaching staff at the highest need schools. There has been up to a 60% turn-over rate at some schools. This has been significantly reduced over the last few years due to the pay increases. In addition, the results of the district's LCAP survey for all community partners indicated that high quality teachers was a top priority.</p> <p>Scope: LEA-wide</p>	<p>We believe, as we study this data, that the additional amounts that have been put towards teacher salaries have resulted in this lower turnover rate, and thus have provided our targeted students with a more stable and experienced teaching staff. In addition, in order to more effectively support English Learners the district has intentionally increased the Full Time Equivalent FTEs at the secondary level to reduce the class sizes of the ELD (English Language Development) and ALD (Academic Language Development) classes. The district has reduced class sizes and minimized the number of combo-classes (multi-grade) at the high needs elementary sites. In doing so, the teachers can address the needs of the students to accelerate language acquisition in the smaller classes.</p>	<p>Increase percent of fully qualified teachers</p>
<p>4.4</p>	<p>Action: 4.4 Provide training and support systems for all staff</p>	<p>The additional support programs for new leaders and for teacher leaders will enable the district to create a sustainable pathway to leadership in the district, supporting school leaders with the</p>	<p>Number of GUSD teachers that participate in Leadership Pathway program</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>Need: State and local assessment data shows ongoing low performance and achievement gaps for English Learner, Foster Youth and Low-Income students. For students with high academic needs, it is particularly important to have quality school leadership.</p> <p>Scope: LEA-wide</p>	competencies to support the needs of the targeted population.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	<p>Action: 2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)</p> <p>Need: State and local assessment data shows ongoing achievement gaps for English Learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	The ELA/ELD Administrator in conjunction with the two ELD Academic Coaches will provide training and support to site EL Specialists and Facilitators, as well as classroom teachers. Academic Coaches/Instructional Specialists who are specifically trained in research based strategies proven to improve the academic success of English Learners, foster youth and socio-economic disadvantaged populations will provide coaching within the classroom in order to improve teaching practice at all levels. The effectiveness of this coaching will be assessed through teacher feedback surveys and student academic performance data and we expect to see improved student outcomes for the targeted populations.	English Learner Progress (ELPI) will improve from 44.4% to 60%

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.

Based on staff and stakeholder feedback and research on effective practices we are implementing LCAP Action/Services to increase or improve services for the low income (LI), English learner (EL) and foster youth (FY). Targeted support for the EL, LI, and FY student group's academic, planning, social emotional and behavioral needs is provided as a part of each of our LCAP Goals.

The goals and actions in the LCAP that are funded with LCFF Supplemental and Concentration funds are in large part designed to support the targeted student populations, and to support teachers and administrators to improve instruction and practices first and foremost for the at risk population.

The following actions are listed to show the use of all supplemental and concentration grant funds targeted for the identified pupils, as well as funds principally directed for the unduplicated pupils.

GOAL 1: Create rigorous and innovative learning spaces that deepen students' conceptual understanding so that students achieve successful post-secondary outcomes

- Ensure Articulation and Alignment, PK through Adult Ed, to promote college and career readiness
- Strengthen CTE and Visual and Performing Arts programming in GUSD
- Leverage educational technology to inspire innovative learning spaces that deepen students' conceptual understanding, emphasizing the TPACK model to develop students' skills with communication, collaboration, critical thinking, and creativity
- Implement evidence-based instructional practices
- Provide ongoing professional development to staff
- Provide ongoing coaching for certificated staff

GOAL 2: Maximize resources that provide equitable student support

- Implement equitable and inclusive practices for targeted student subgroups by continuing to support training for staff and administrators on equity and cultural proficiency
- Support data-monitoring, analysis, and decision-making for academics within an aligned and articulated multi-tiered system of support (MTSS)
- Provide targeted language and literacy support to English learners and other targeted subgroups
- Provide options for students to master grade-level standards through equitable expanded learning opportunities during the school year
- Provide summer learning opportunities to address student needs

GOAL 3: Build inclusive and safe schools that prioritize mental health and social-emotional well-being of all

- Increase engagement by identifying and addressing barriers to attendance, especially by continuing to implement interventions rooted in Restorative Practices
- Decrease disciplinary action through increased interventions, leveraging proactive or Restorative practices, including Positive Behavior Intervention and Support (PBIS)

- Continue to mainstream attendance intervention processes: School Attendance Review Board, School Attendance Review Team, and intervention opportunity and mediation
- Continue to partner with community based agencies to promote best practices related to attendance and engagement, and student mental health and well-being
- Provide parent leadership, advocacy, and involvement opportunities
- Improve school climate and culture, with an emphasis on celebrating diversity and enhancing the sense of belonging across all school sites

GOAL 4: Basic Services

- Ensure the hiring, training and retention of highly qualified staff

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.

Schools with a student concentration of above 55 percent utilize funds to hire additional staff to (1) provide coaching and support to teachers, as aligned with LCAP Goal 1.5; (2) provide English Learner support personnel and intervention staff, as aligned with LCAP Goal 2.3; and (3) promote a positive school culture and climate, as aligned with LCAP Goal 3.3.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 : 35.6	1 : 32.5
Staff-to-student ratio of certificated staff providing direct services to students	1: 20.9	1 : 19.5

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	\$111,092,192	16,980,941	15.285%	1.614%	16.899%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$136,575,149.00	\$3,813,526.00	\$1,279,844.00	\$1,124,337.00	\$142,792,856.00	\$130,566,130.00	\$12,226,726.00

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	College and Career Readiness (including Career Technical Education (CTE))	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$40,000.00	\$415,250.00	\$185,500.00	\$219,750.00		\$50,000.00	\$455,250.00	
1	1.2	1.2 Educational Technology Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$250,000.00	\$694,000.00	\$944,000.00				\$944,000.00	
1	1.3	1.3 Evidence-Based Instructional Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$331,200.00	\$331,200.00				\$331,200.00	
1	1.4	1.4 District-led Professional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$210,005.00	\$179,000.00	\$314,005.00	\$75,000.00			\$389,005.00	
1	1.5	1.5 Certificated Coaching, Mentorship & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$380,499.00	\$69,000.00	\$419,499.00	\$30,000.00			\$449,499.00	
1	1.9						6-12									
2	2.1	2.1 Equity & Inclusion	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$220,000.00	\$360,000.00	\$480,000.00	\$100,000.00			\$580,000.00	
2	2.2	2.2 Assessment, Data & Accountability Systems	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	\$642,337.00	\$513,500.00	\$554,500.00	\$39,000.00		\$562,337.00	\$1,155,837.00	

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			Low Income										
2	2.3	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$1,183,000.00	\$493,230.00	\$771,000.00	\$361,230.00	\$32,000.00	\$512,000.00	\$1,676,230.00	
2	2.4	2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,080,000.00	\$678,500.00	\$1,871,000.00	\$875,500.00	\$12,000.00		\$2,758,500.00	
3	3.1	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$342,914.00	\$45,000.00	\$387,914.00				\$387,914.00	
3	3.2	Behavior & Discipline	All Students with Disabilities	No			All Schools	Ongoing	\$156,000.00	\$848,000.00	\$45,000.00	\$959,000.00			\$1,004,000.00	
3	3.3	Climate and Culture (Diversity & Belonging)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$661,397.00	\$96,000.00	\$249,553.00	\$292,000.00	\$215,844.00		\$757,397.00	
3	3.4	3.4 Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$359,978.00	\$58,000.00	\$416,978.00	\$1,000.00			\$417,978.00	
3	3.5	3.5 Wellness	All	No			All Schools	Ongoing	\$540,000.00	\$45,000.00	\$45,000.00	\$540,000.00			\$585,000.00	
4	4.1	4.1 Provide standards aligned textbooks to all students	All	No			All Schools	Ongoing	\$0.00	\$1,020,000.00	\$0.00		\$1,020,000.00		\$1,020,000.00	
4	4.2	4.2 Retaining highly qualified staff to support the target populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$12,500,000.00	\$0.00	\$12,500,000.00				\$12,500,000.00	
4	4.3	4.3 Ensure hiring of effective staff	All	No			All Schools	Ongoing	\$111,000,000.00	\$0.00	\$111,000,000.00				\$111,000,000.00	
4	4.4	4.4 Provide training and support systems for all staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$460,000.00	\$460,000.00				\$460,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	4.5 Ensure equitable and well maintained facilities	All	No			All Schools	Ongoing	\$0.00	\$5,600,000.00	\$5,600,000.00				\$5,600,000.00	
5	5.1	College and Career Readiness	All	No			Specific Schools: Mt. Madonna High School 11-12	Ongoing	\$0.00	\$197,000.00		\$197,000.00			\$197,000.00	
5	5.2	Instructional Technology for Differentiated Instruction	All	No			Specific Schools: Mt. Madonna High School 11-12	Ongoing	\$0.00	\$114,046.00		\$114,046.00			\$114,046.00	
5	5.3	Wellness Center Needs	All Students with Disabilities	No			Specific Schools: Mt. Madonna High School 11-12	By Spring 2025	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$111,092,192	16,980,941	15.285%	1.614%	16.899%	\$19,885,149.00	0.000%	17.900 %	Total:	\$19,885,149.00
								LEA-wide Total:	\$19,114,149.00
								Limited Total:	\$771,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	College and Career Readiness (including Career Technical Education (CTE))	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$185,500.00	
1	1.2	1.2 Educational Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$944,000.00	
1	1.3	1.3 Evidence-Based Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$331,200.00	
1	1.4	1.4 District-led Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$314,005.00	
1	1.5	1.5 Certificated Coaching, Mentorship & Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$419,499.00	

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			
2	2.1	2.1 Equity & Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$480,000.00	
2	2.2	2.2 Assessment, Data & Accountability Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$554,500.00	
2	2.3	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$771,000.00	
2	2.4	2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,871,000.00	
3	3.1	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$387,914.00	
3	3.3	Climate and Culture (Diversity & Belonging)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$249,553.00	
3	3.4	3.4 Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$416,978.00	
4	4.2	4.2 Retaining highly qualified staff to support the target populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500,000.00	
4	4.4	4.4 Provide training and support systems for all staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$460,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$147,465,000.00	\$144,139,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Develop and support effective instruction	No	\$5,000.00	\$0
1	1.2	1.2 Support the effective implementation of standards and practices for all subject areas	No	\$31,000.00	\$41,000
1	1.3	1.3 Prepare students for college and career opportunities	No	\$61,000.00	\$78,000
1	1.4	1.4 Support students in mastering 21st-century skills of collaboration, communication, critical thinking, and creativity (4 C's)	No	\$80,000.00	\$100,000
1	1.5	1.5 Provide professional development to assist all staff in meeting the needs of targeted populations	Yes	\$321,000.00	330,000
1	1.6	1.6 Provide ongoing coaching to classroom teachers to support instructional programs.	Yes	\$555,000.00	\$318,000
1	1.7	1.7 Provide professional development on the needs of students with IEPs	No	\$10,000.00	\$0
1	1.8	1.8 Expand the Virtual Learning Academies (VLA) as an Independent Study option for students	No	\$20,000.00	\$16,000
1	1.9	1.9 Expand Career Technical Education (CTE) pathways	No	\$60,000.00	\$60,000

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	1.10	1.10 Provide site specific support to address the needs of targeted populations	Yes	\$200,000.00	120,000
2	2.1	2.1 Ensure equitable access and inclusion	Yes	\$480,500.00	\$60,000
2	2.2	2.2 Ensure high performance standards for all students	Yes	\$270,000.00	\$51,000
2	2.3	2.3 Create a sustainable system of data analysis and support	Yes	\$80,000.00	\$260,000
2	2.4	2.4 Provide Targeted Language and Literacy support for English Learners and other Targeted Groups	Yes	\$1,450,000.00	\$600,000
2	2.5	2.5 Provide site specific support to address the needs of targeted populations	Yes	\$1,000,000.00	\$700,000
2	2.6	2.6 Expand upon options for students to master grade level standards	Yes	\$646,500.00	\$650,000
3	3.1	3.1 Promote a positive school climate and culture	Yes	\$785,000.00	\$600,000
3	3.2	3.2 Improve student engagement	No	\$90,000.00	\$90,000
3	3.3	3.3 Increase parent engagement	Yes	\$250,000.00	\$455,000
3	3.4	Support and Supplement counseling needs with additional personnel	Yes	\$1,480,000.00	\$1,320,000
4	4.1	4.1 Provide standards aligned textbooks to all students	No	\$800,000.00	\$200,000
4	4.2	4.2 Ensure the hiring and training of effective staff to support the target population	Yes	\$12,000,000.00	\$12,400,000

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)
4	4.3	4.3 Ensure hiring of effective staff	No	\$121,000,000.00	\$121,000,000
4	4.4	4.4 Provide training and support systems for all staff	No	\$190,000.00	\$190,000
4	4.5	4.5 Ensure equitable and well maintained facilities	No	\$5,600,000.00	\$4,500,000

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)
\$17,152,908	\$18,323,000.00	\$17,228,000.00	\$1,095,000.00	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	1.5	1.5 Provide professional development to assist all staff in meeting the needs of targeted populations	Yes	\$241,000.00	\$330,000		
1	1.6	1.6 Provide ongoing coaching to classroom teachers to support instructional programs.	Yes	\$555,000.00	\$300,000		
1	1.10	1.10 Provide site specific support to address the needs of targeted populations	Yes	\$200,000.00	\$120,000		
2	2.1	2.1 Ensure equitable access and inclusion	Yes	\$320,500.00	\$57,000		
2	2.2	2.2 Ensure high performance standards for all students	Yes	\$250,000.00	\$51,000		
2	2.3	2.3 Create a sustainable system of data analysis and support	Yes	\$80,000.00	\$260,000		
2	2.4	2.4 Provide Targeted Language and Literacy support for English Learners and other Targeted Groups	Yes	\$1,100,000.00	\$380,000		
2	2.5	2.5 Provide site specific support to address the needs of targeted populations	Yes	\$1,000,000.00	\$700,000		
2	2.6	2.6 Expand upon options for students to master grade level standards	Yes	\$156,500.00	\$275,000		

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)
3	3.1	3.1 Promote a positive school climate and culture	Yes	\$765,000.00	\$580,000		
3	3.3	3.3 Increase parent engagement	Yes	\$250,000.00	\$455,000		
3	3.4	Support and Supplement counseling needs with additional personnel	Yes	\$1,405,000.00	\$1,320,000		
4	4.2	4.2 Ensure the hiring and training of effective staff to support the target population	Yes	\$12,000,000.00	\$12,400,000		

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)
\$113,321,820	\$17,152,908	1.68%	16.816%	\$17,228,000.00	0.000%	15.203%	\$1,828,714.58	1.614%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

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

Total Funds

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

Contributing

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

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

Required Actions

- 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).