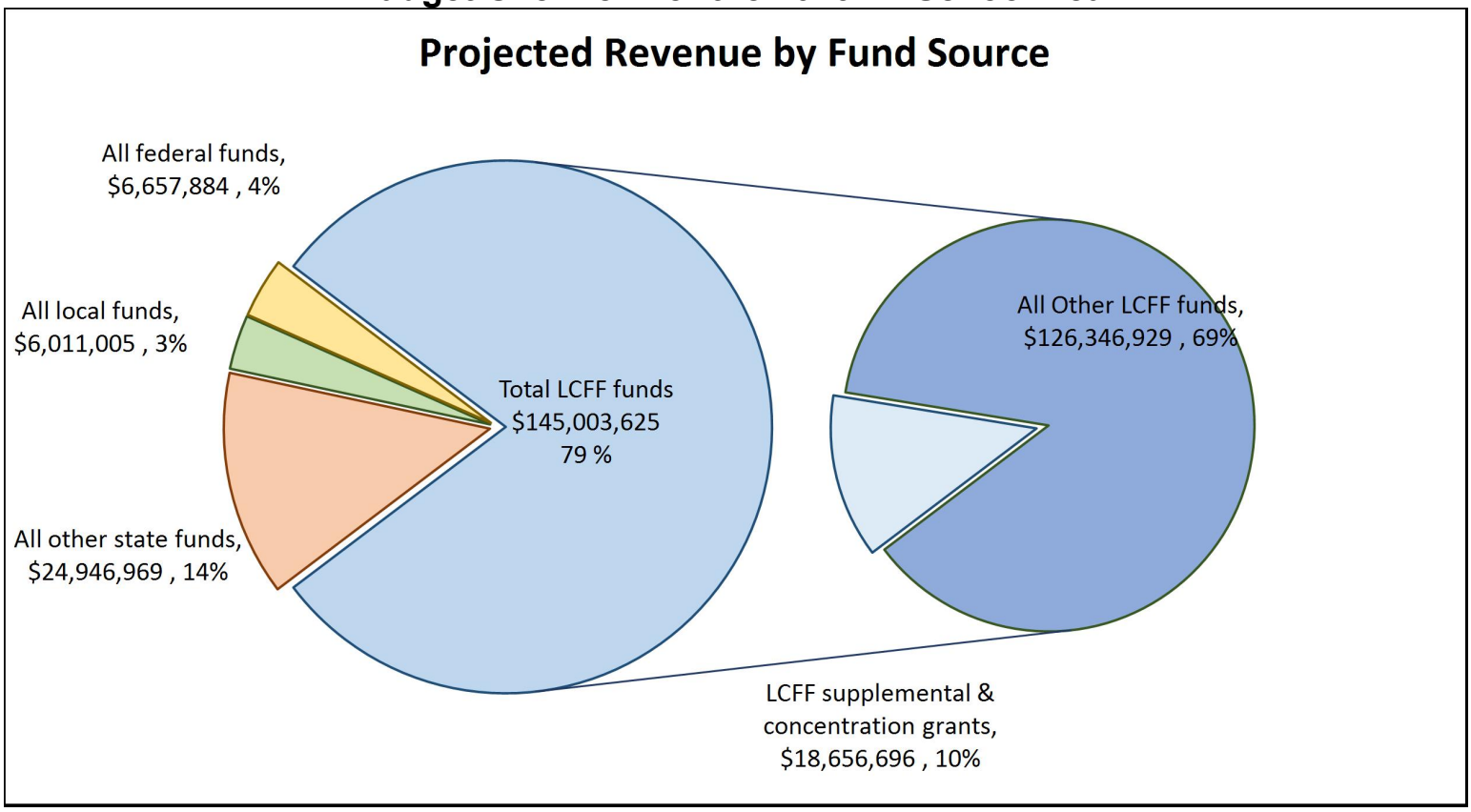
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gilroy Unified School District
CDS Code: 43694840000000
School Year: 2026-27
LEA contact information:
Anisha Munshi
Superintendent
anisha.munshi@gilroyunified.org
669-205-4000

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

Budget Overview for the 2026-27 School Year

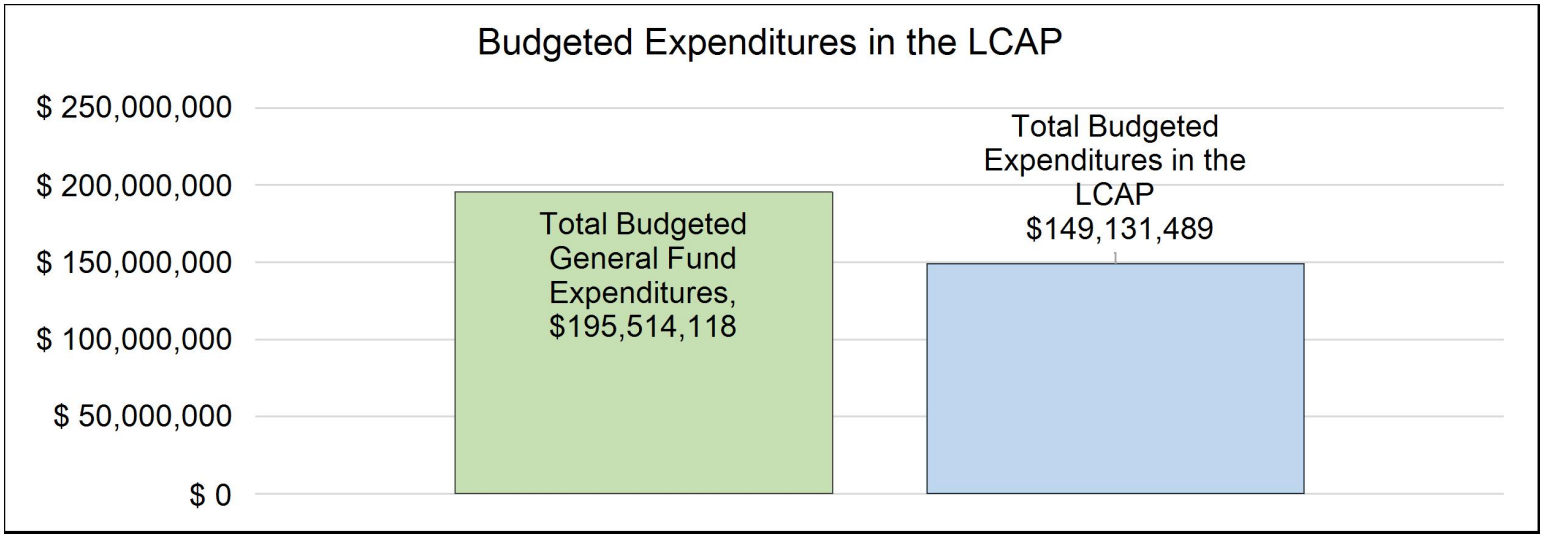


This chart shows the total general purpose revenue Gilroy Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gilroy Unified School District is $182,619,483, of which $145,003,625 is Local Control Funding Formula (LCFF), $24,946,969 is other state funds, $6,011,005 is local funds, and $6,657,884 is federal funds. Of the $145,003,625 in LCFF Funds, $18,656,696 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gilroy Unified School District plans to spend $195,514,118 for the 2026-27 school year. Of that amount, $149,131,489 is tied to actions/services in the LCAP and $46,382,629 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

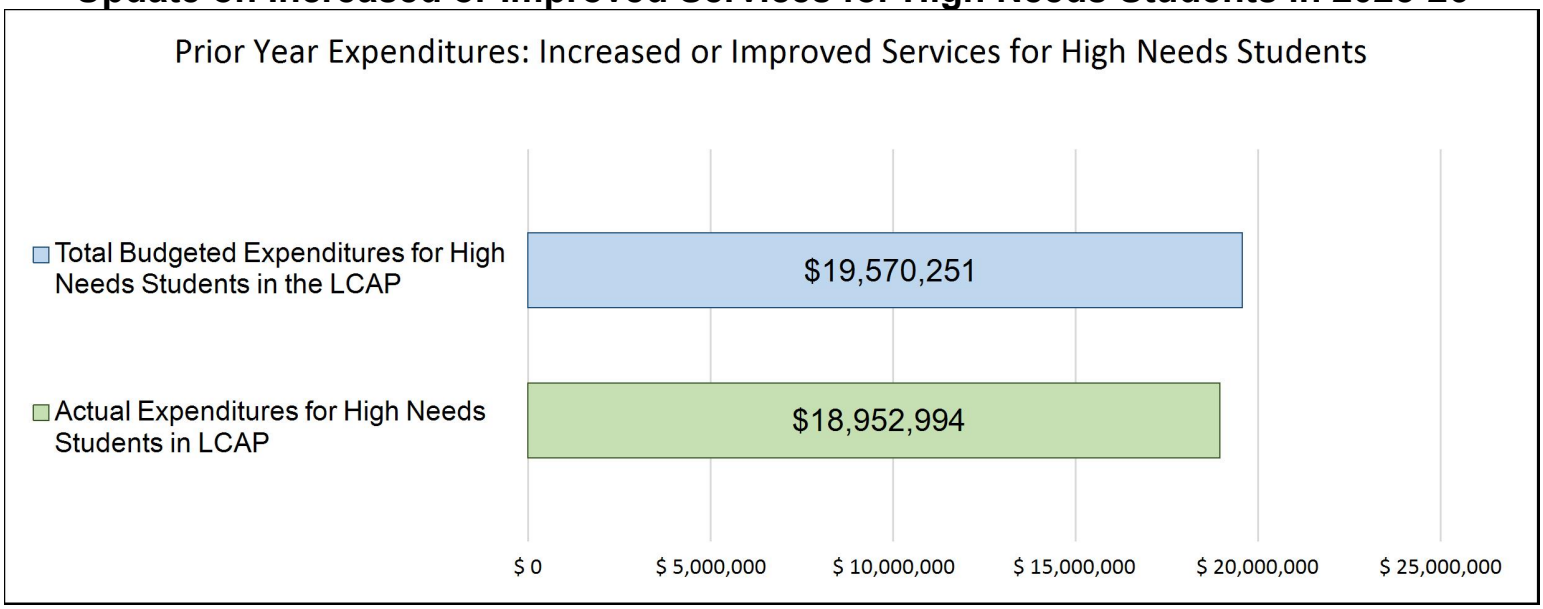
Approximately 88% of the Unrestricted General Fund expenditures go towards all employee salary and benefits, which are included in the LCAP. The remaining general fund expenditures that are not represented in the district's LCAP are general fund expenditures which provide ongoing services, supplies,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

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

In 2026-27, Gilroy Unified School District is projecting it will receive $18,656,696 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 $18,656,696 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what 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.

The text description of the above chart is as follows: In 2025-26, Gilroy Unified School District's LCAP budgeted $19,570,251 for planned actions to increase or improve services for high needs students. Gilroy Unified School District actually spent $18,952,994 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $617,257 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. The actions that were implemented by Gilroy Unified were not impacted as other funds were available to support these actions. This unspent amount will be budgeted to support district actions for high needs students in the following year.

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 [2026-27]

General Information

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

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 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. During the 2025-26 school year, enrollment was 10,158. 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.” Mount Madonna High School receives additional equity multiplier funds.

Reflections: Annual Performance

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

Based on the 2023 California Dashboard, student groups within Gilroy Unified School District (GUSD) that received the lowest performance level on ENGLISH LANGUAGE ARTS (ELA) were English Learners, Foster Youth, Unhoused Students, Students with Disabilities. The following year (on the 2024 California Dashboard), two student groups remained red on the ELA indicator: English Learners and Students with Disabilities. Finally, based on the 2025 dashboard, Students with Disabilities made gains, but English Learners, Long Term English Learners, and Unhoused Students were identified in the red category.

Even though our district is making progress in ELA with Foster Youth and Students with Disabilities, those student subgroups will continue to be a focus for all of our individual school sites.

The following ELEMENTARY 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):

- El Roble Elementary (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities),
- (2024: English Learners)
- (2025: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students),
- Eliot Elementary (2023: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students),
- (2024: Overall School Results, English Learner, Students with Disabilities, Hispanic Students),
- (2025: Overall School Results, Socioeconomically Disadvantaged Students, Hispanic Students)
- Glen View Elementary (2023: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students),
- (2024: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students),
- (2025: Students with Disabilities)
- Las Animas Elementary (2023: English Learners, Students with Disabilities),
- (2024: English Learners),
- (2025: N/A)
- Luigi Aprea Elementary (2023: English Learners, Students with Disabilities),
- (2024: English Learners, Students with Disabilities),
- (2025: N/A)
- Rod Kelley Elementary (2023: N/A),
- (2024: N/A)

- (2025: Students with Disabilities)
- Rucker Elementary (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students),
- (2024: Students with Disabilities)
- (2025: N/A)

Fewer student subgroups received the lowest performance level on ELA in elementary schools each year, when comparing 2025 dashboard results with 2024 and 2023

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 (2023: English Learners, Students with Disabilities),
- (2024: Long Term English Learners, Students with Disabilities)
- (2025: English Learners, Long Term English Learners, Students with Disabilities)
- Solorsano Middle School (2023: English Learners)
- (2024: English Learners, Long Term English Learners, Students with Disabilities)
- (2025: English Learners, Long Term English Learners, Students with Disabilities)
- South Valley Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities)
- (2024: Students with Disabilities)
- (2025: English Learners, Long Term English Learners)

English Learners and Long Term English Learners consistently appear as a focus for all three GUSD Middle Schools, based on the 2025 Dashboard Data.

In 2023, only 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); there were no student subgroups performing in the red category, based on the 2024 dashboard data, but several student subgroups appeared with the 2025 dashboard::

- Gilroy High School (2023: English Learners)
- (2025: Overall student performance, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students)

In 2024, the one HIGH school receiving the lowest performance level on English Language Arts (ELA) was the district's other comprehensive high school, with two subgroups of students affected (listed in parentheses next to the school name); however, in 2025, one student subgroup remained in the red category on the dashboard:

- Christopher High School (2024: English Learners, Students with Disabilities)
- (2025: English Learners)

Overall, English Learner achievement continues to be a focal point for secondary schools.

Based on the 2023 California Dashboard, student groups within Gilroy Unified School District (GUSD) received the lowest performance level on MATHEMATICS were English Learners, Unhoused, and Students with Disabilities. Based on the 2024 California Dashboard, there was

growth with GUSD's Unhoused student subgroup; English Learners, the added subgroup of Long Term English Learners (LTELs), and Students with Disabilities received the lowest performance level in this subject. In 2025, the California Dashboard data showed that English Learners, Long Term English Learners, Foster Youth, Unhouse Students, and Students with Disabilities were identified in the red category.

The following ELEMENTARY schools (two elementary schools in the school district) received the lowest performance level on Math with the subgroup of Students with Disabilities affected (listed in parentheses next to the school name) in 2023; and only one school in 2024 and 2025:

- El Roble Elementary (2023: Students with Disabilities),
- (2024: Students with Disabilities)
- (2025: English Learners, Students with Disabilities)
- Las Animas Elementary (2023: Students with Disabilities)
- (2024: No Student Subgroups)
- (2024: No Student Subgroups)

Las Animas Elementary no longer has any student subgroups identified in the red on the California Dashboard in 2024 or in 2025; however, students with disabilities consistently remain identified as the student subgroup identified in the red at El Roble Elementary.

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 (2023: English Learners, Students with Disabilities),
- (2024: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities)
- (2025: Long Term English Learners)
- Solorsano Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students)
- (2024: Long Term English Learners, Students with Disabilities, and Hispanic Students)
- (2025: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)
- South Valley Middle School (2023: English Learners)
- (2024: Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities)
- (2025: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities)

There has been an increase in student subgroups identified red on the 2024 and 2025 Dashboard across the middle schools in this subject.

Based on the 2023 California Dashboard, two HIGH schools 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 (2023: Overall School Results, English Learners, and Hispanic Students)
- Mt. Madonna High School (2023: Overall School Results, Socioeconomically Disadvantaged Students, and Hispanic Students)

However, based on the 2024 California Dashboard, both Gilroy High School and Mt. Madonna High School made growth and had no student subgroups identified in the red. Rather, one new high school has received the lowest performance level in Math, with one or more subgroups affected (listed below):

- Christopher High School (2024: English Learners, Students with Disabilities)

Unfortunately, both Gilroy High School and Christopher High School remained with students in the red on the dashboard for Math:

- Christopher High School (2025: Students with Disabilities)
- Gilroy High School (2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)

Based on the 2025 California Dashboard, student groups within Gilroy Unified School District (GUSD) received the lowest performance level on SCIENCE were English Learners, Long Term English Learners, and Students with Disabilities, and those were only at Solorsano Middle School.

Based on the 2023 California Dashboard, student groups within the Gilroy Unified School District (GUSD) that received the lowest performance level on SUSPENSION RATE were Foster Youth, Unhoused, and American Indian/Alaskan Native Students. However, based on the 2024 California Dashboard, only one student subgroup remained identified with the lowest performance level on Suspension rate: Foster Youth. The only student subgroup remaining in the lowest level on Suspension rate, based on the 2025 California Dashboard are Long Term English Learners.

Based on the 2023 California Dashboard and the 2025 California Dashboard, one ELEMENTARY school received the lowest performance level on Suspension Rates, with the one subgroup of students affected (listed in parentheses next to the school name); no elementary schools had any student subgroups identified in the red for Suspension based on the 2024 Dashboard:

- Glen View Elementary (2023: Students with Disabilities)
- (2025: Students with Disabilities)

Based on the 2023 California Dashboard, one MIDDLE school received the lowest performance level on Suspension Rates, with one or more subgroups of students affected (listed in parentheses next to the school name). Based on the 2024 California Dashboard, all three middle schools received the lowest performance level on Suspension Rates, with one more more subgroups of students affected; and, in 2025, two of the three middle schools identified students performing red in this category:

- Brownell Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)
- (2024: Long Term English Learners, Students with Disabilities, Two or More Races)
- (2025: English Learners, Students with Disabilities)
- Solorsano Middle School (2024: Long Term English Learners)
- (2025: N/A)
- South Valley Middle School (2024: English Learners, Long Term English Learners, and Students with Disabilities)
- (2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Two or More Races)

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 (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)
- (2024 & 2025: N/A)
- Gilroy High School (2023:English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities, and Students of Two or More Races)
- (2024: N/A)
- (2025: English Learners)
- Mt. Madonna High School (2023: Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students)
- (2024: Overall, Socioeconomically Disadvantaged Students, Hispanic Students)
- (2025: Students with Disabilities)

All secondary schools continue to focus efforts on reducing suspensions.

Based on the 2023 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. Based on the 2024 California Dashboard, only one student subgroup remains identified with the lowest performance level on this indicator: Foster Youth. The 2025 California Dashboard showed an increase in student subgroups in red on this category: All students, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Foster Youth, Students with Disabilities, American Indian / Alaskan Native Students, and Hispanic Students

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 (2023: Overall School Results, Students with Disabilities, White Students, and Students of Two or More Races)
- (2024: N/A)
- (2025: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races)
- Eliot Elementary (2025: Overall School Results, Socioeconomically Disadvantaged Students, and Students of Two or More Races
- Glen View Elementary (2023: English Learners, Unhoused Students, and Students of Two or More Races)
- (2024: N/A)
- (2025: Hispanic Students)
- Las Animas Elementary (2023: 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)
- (2024: N/A)
- (2025: English Learners)
- Luigi Aprea Elementary (2023: Overall School Results, Socioeconomically Disadvantaged Students, White Students, and Students of Two or More Races)

- (2024: English Learners, Students of Two or More Races)
- (2025: Students with Disabilities)
- Rucker Elementary (2023: Students with Disabilities)
- (2024: N/A)
- (2025: Hispanic Students)

All three district MIDDLE schools received the lowest performance level on Chronic Absenteeism with the one or more subgroups affected (listed in parentheses next to the school name), based on the 2023 and 2025 California Dashboard (no schools reported any student subgroups receiving the lowest performance level on Chronic Absenteeism, based on the 2024 California Dashboard, showing growth in this area):

- Brownell Middle School (2023: English Learners, Students with Disabilities),
- (2025: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races)
- Solorsano Middle School (2023; Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races)
- (2025: English Learners, Long Term English Learners, and Students with Disabilities)
- South Valley Middle School (2023: Socioeconomically Disadvantaged Students and Students with Disabilities)
- (2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races)

Based on the 2023 California Dashboard, student groups within the Gilroy Unified School District (GUSD) that received the lowest performance level on GRADUATION RATE were Student with Disabilities and Unhoused students. However, the number of student subgroups receiving the lowest performance level on this indicator rose from two to four, based on the 2024 California Dashboard; those subgroups are English Learners, Long Term English Learners, Unhoused Students, and Students with Disabilities.

One HIGH school received the lowest performance level on Graduation Rate based on the 2023 California Dashboard, with the one subgroup of students affected (listed in parentheses next to the school name); however, the 2024 California Dashboard identified three high schools with one or more subgroups affected:

- Gilroy High School (2023: Students with Disabilities)
- (2024: Students with Disabilities)
- Christopher High School (2024: Students with Disabilities)
- Mt. Madonna High School (2024: Overall, Socioeconomically Disadvantaged Students, Hispanic Students)

Based on the 2025 California Dashboard, no student subgroups across the district, nor in any high school, were identified as red. Only English Learners were identified in the Orange category at Christopher High School.

Based on the 2023 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. However, based on the 2024 California Dashboard, two subgroups remained red on this indicator with regard to district-level results: English Learners and Students with Disabilities. In 2025, two subgroups remained again: Students with Disabilities, and Unhoused Students.

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) in 2023 and 2024; however, based on the 2025 Dashboard, only two schools had student subgroups in the red:

- Christopher High School (2023: English Learners)
- (2024: Students with Disabilities)
- (2025: Students with Disabilities)
- Gilroy High School (2023: English Learners, Students with Disabilities)
- (2024: English Learners, Long Term English Learners)
- (2025: N/A)
- Mt. Madonna High School (2023: Overall School Results, English Learners, Socioeconomically Disadvantaged students, and Hispanic students)
- (2024: English Learners, Long Term English Learners, Socioeconomically Disadvantaged students)
- (2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged students)

Based on the 2023 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

However, based on the 2024 California Dashboard, all the above-mentioned schools (with the exception of one) made growth; and, three schools received the lowest performance level on the ELPI:

- Gilroy High School
- Las Animas Elementary
- Mt. Madonna High School

Based on the 2025 California Dashboard, the following four schools received the lowest performance level on the ELPI:

- El Roble Elementary
- Luigi Aprea Elementary
- Rod Kelley Elementary
- Solorsano Middle School

NEXT STEPS: To addressed 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 integrated and designated ELD strategies, with particular focus on academic vocabulary, hands-on learning experiences, and scaffolded supports for English Learners, Long Term English Learners, and Students with Disabilities
- Strengthening District Professional Learning Community (DPLC) model for elementary schools, while continuing to focus efforts on site-based Professional Learning Communities (PLCs) at the secondary level
- Continue strengthening 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 to implementing a comprehensive chronic absenteeism reduction strategy that includes early warning systems, family engagement initiatives, site-based attendance teams, student civic engagement opportunities, and targeted outreach to English Learners, Students with Disabilities, and socioeconomically disadvantaged families.
- Streamlining and aligning district resources across all levels (PK-Adult Ed), through Multi-Tiered Systems of Support (MTSS) framework, while simultaneously continuing to support counselors and administrators with 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)
- Expanding inclusive instructional practices to improve academic outcomes for Students with Disabilities in ELA and Math, with professional development focused on evidence-based interventions, differentiation strategies, and standards-aligned IEP goals
- Implementing revised high school diploma requirements to flexibly include A-G default graduation requirements while adding in additional California Department of Education diploma requirements
- Sustaining recent improvements in graduation rates by continuing support systems for Students with Disabilities, English Learners, and socioeconomically disadvantaged students to ensure continued progress
- 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.
- Strengthen MTSS implementation across grade-level spans
- 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

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) -- Remaining funds -- $5,866,344.87:

Based on data and input from our needs assessments, Gilroy Unified School District has allocated its remaining LREBG funds to fund the following positions through the 2026-27 school year:

- One social worker at each middle school to staff the Wellness Centers and provide direct services to students through mental health and counseling services. Chronic Absenteeism at all three middle schools improved, showing this added support was beneficial and should be continued. (Action 3.5) (2026-27: $510,000)
- Program Administrator of Early Literacy and English Language Development to provide job-embedded support to ensure that literacy instruction is data-informed and student-centered; provides technical, specialized, consultative, advisory, planning, and coaching services in ELA, literacy & language development; plans; and to develop, implement and monitor the District's plan for delivering ELD services and supports and communication of this plan to school administration, staff and the public. This position is intended to better address elementary students' literacy levels while simultaneously supporting the academic performance of our multilingual learners. Additionally, GUSD's program monitoring for English Learners and Designated ELD instruction met the requirements of the Federal Program Monitors' audit. (Action 2.3) (2026-27: $225,000)
- Program Administrator for Mental Health and Wellness to provide coordination and oversight of school-based mental health and wellness services to support district school sites and facilitates interagency collaboration related to these services; this individual also coordinates and oversees the development, design, and delivery of school-wide mental health and wellness interventions, programs, and trainings, and ensures the delivery of clinically-sound comprehensive programs within schools. High school suspension rates have improved, but Chronic Absenteeism did not improve, showing the ongoing need for this position. (Action 3.5) (2026-27: $250,000)
- Implement a pilot of lower class sizes in 1st grade through 3rd grade through the 2027-28 school year. (Action 4.2) (2026-27: $2,440,671.56; 2027-28*: $2,440,673.31)

*Lower class sizes in place, maximizing LREBG funds

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 in 2023:

- 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 School District was identified again for Differentiated Assistance technical support due to the following indicators in 2024:

- English Learners: Academics, Graduation Rate, and College/Career
- Long Term English Learners: Academics, Graduation Rate
- Foster Youth: Absenteeism and Suspensions
- Homeless Youth: Graduation Rate
- Students with Disabilities: Academics, Graduation, College/Career

Gilroy Unified School District was identified again for Differentiated Assistance technical support due to the following indicators in 2025:

- English Learners: Academics, Absenteeism

- Long Term English Learners: Academics, Absenteeism, Suspensions
- Foster Youth: Academics (Math), Absenteeism
- Homeless Youth: Academics, College/Career
- Students with Disabilities: Academics (Math), Absenteeism

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 coaching calls with our coach from SCCOE, as well as representatives from CCEE to support our improvement efforts. The District team will continue 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.

Our work in 2023 focused on absenteeism, while our work in 2024 and 2025 continues to focus on the performance of English Language Learners. The top three actions are:
(1) strengthening a data-driven culture across the district through PLC implementation;
(2) improving instruction with implementing evidenced-based instructional strategies (such as cooperative learning); and
(3) enhancing student and family understanding of the importance of the ELPAC and CAASPP (through ELPAC chats and increased school communication to families about these exams).

Collectively all goals and actions support the following Districtwide subgroups identified for Differentiated Assistance technical support. Specifically the following goals and actions address technical assistance indicator eligibility areas:

Eligibility Areas (2024):
- English Learners:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2.2, 2.3
Graduation Rate: Goal 2, Action 2.3
College/Career: Goals 1 and 2, Actions 1.3, 1.4, 2.2, 2.3
- Long Term English Learners:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2,2, 2.3
Graduation Rate: Goal 2, Actions: 2.3
- Foster Youth:

Absenteeism: Goal 3, Action: 3.1
Suspensions: Goal 3, Action: 3.3
- Homeless Youth:

Graduation Rate: Goal 2, Actions: 2.3, 2.4
- Students with Disabilities:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 1.5, 2.1, 2.2
Graduation: Goal 2, Action: 2.3
College/Career: Goals 1 and 2, Actions: 1.1, 2.3

Eligibility Areas (2025):

- English Learners:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2.2, 2.3
Absenteeism: Goal 3, Action 3.1

- Long Term English Learners:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2,2, 2.3
Absenteeism: Goal 3, Action 3.1

- Foster Youth:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2.2, 2.3
Absenteeism: Goal 3, Action: 3.1

- Homeless Youth:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2.2, 2.3
College/Career: Goals 1 and 2, Actions: 1.1, 2.3

- Students with Disabilities:

Academics: Goals 1 and 2, Actions: 1.3, 1.4, 2,2, 2.3
Absenteeism: Goal 3, Action 3.1

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.

No schools in Gilroy Unified School District were identified to be eligible for Comprehensive Support and Improvement (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.

No schools in Gilroy Unified School District were identified to be eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

No schools in Gilroy Unified School District were identified to be eligible for Comprehensive Support and Improvement (CSI).

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
Parent & Family Groups District English Learner Advisory Committee (DELAC) Migrant Education Program Parent Advisory Committee (MEP PAC) Schoolsite Council (SSC) Site English Learner Advisory Committees (ELAC) Superintendent Parent Advisory Committee (SPAC) Site Parent & Family Clubs	To gather meaningful input from parents and families, the district implemented a two-part engagement process. First, a district-wide survey was administered in November and December 2025 to collect broad feedback from families across all schools. Following the survey, the district conducted a series of focused feedback and input sessions during March and April 2026. These sessions were held with key parent advisory groups, including the District English Learner Advisory Committee (DELAC), Migrant Education Program Parent Advisory Committee (MEP PAC), and School Parent Advisory Council (SPAC). These groups include the parents of students with disabilities and other targeted subgroups. These meetings were designed to ensure inclusive representation and foster open dialogue around district initiatives and priorities. Input for Equity Multiplier Funds was also collected throughout the school district and with Mt. Madonna High School parent and family groups through a series of focused feedback and input sessions.
Student Groups in grades 5-12: Student Council Associated Student Body (ASB) Classroom-Based Input Sessions Superintendent's Youth Advisory Committee (YAC)	To ensure student voice was meaningfully included in the development of the LCAP, the district utilized a multi-phase engagement process. District-wide student surveys were conducted in October and November 2025 to gather broad input on school climate, academic supports, and student well-being. Building on the survey data, the district facilitated targeted input sessions in March and April of 2026 with various student leadership and peer forums, including student councils, Associated Student Body (ASB) groups, and classroom circles. In April 2026, the Superintendent’s Youth Advisory

Educational Partner(s)	Process for Engagement
	Committee convened to further discuss key priorities and provide direct feedback. Across all engagement activities, diverse student subgroups were intentionally represented to ensure equity of voice and experience. Input for Equity Multiplier Funds was also collected throughout the school district and with Mt. Madonna High School parent and family groups through a series of focused feedback and input sessions.
Certificated, Classified, and Management Staff	The district implemented a structured approach to gather input from all staff groups, including certificated, classified, and management personnel, with representation from collective bargaining units. In November and December 2025, staff were surveyed during scheduled staff meetings to collect broad, quantitative feedback on site and district priorities. To deepen this understanding, school principals facilitated focused feedback sessions in March and April 2026 to gather qualitative input from certificated and classified staff. Management team members provided their perspectives during the April 2026 Educational & Student Services meeting, contributing insights based on their leadership roles and school-wide observations. This inclusive process ensured that voices across all staffing levels informed the development of the LCAP. Input for Equity Multiplier Funds was also collected throughout the school district and with Mt. Madonna High School parent and family groups through a series of focused feedback and input sessions.
SELPA	To ensure that the needs of students with disabilities were meaningfully considered in the development of the LCAP, the district engaged the SELPA Director through a reflective process shared by SELPA in May 2026. The reflective process helped inform district planning with a focus on equity, inclusion, and alignment with individualized student needs.

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

Gilroy Unified School District continued its strategic effort to engage educational partners in the development and refinement of the 2026–2027 LCAP as part of the district's three-year LCAP cycle that began with the development of the 2024–2025 LCAP. During the initial cycle in 2024–2025, the district gathered comprehensive input from certificated and classified staff, students, parents, community members, and site leadership to establish priorities, goals, and actions for the three-year plan. For the 2026–2027 annual update, Educational Services again collaborated with Student Services, Human Resources, site administrators, and educational partners through surveys, site meetings, ELAC

and SSC meetings, staff collaboration sessions, and student engagement opportunities to evaluate progress and guide refinements to the LCAP.

Feedback gathered during these cycles demonstrated consistent priorities across educational partner groups. Educational partners continued to identify academic intervention and literacy support, expanded college and career readiness opportunities, student wellness, and family engagement as key areas of focus. Similar to the original 2024–2025 input, partners emphasized the importance of literacy and math intervention, English Learner supports, tutoring opportunities, AVID, expanded electives, college and career pathways, mental health services, and positive school climates.

Compared to the initial 2024–2025 LCAP development cycle, educational partner feedback gathered for the 2026–2027 update reflected a stronger emphasis on strengthening intervention systems, small group instruction, push-in support models, and preventative academic and behavioral supports. Educational partners also highlighted the importance of student engagement opportunities through clubs, athletics, leadership, and enrichment activities, Career Technical Education, and Visual and Performing Arts pathways. Families also emphasized the need for multilingual communication, parent workshops, and information regarding graduation requirements, college readiness, and available student supports. Ongoing challenges identified across all cycles included chronic absenteeism, and increasing student behavior and mental health supports.

Goal 1 – College and Career Readiness:
Educational Partners continued to prioritize strong academic programs and college and career readiness opportunities. Educational partners identified literacy and math intervention, small group instruction, AVID strategies, dual enrollment, Career Technical Education pathways, and expanded electives and enrichment opportunities as impactful supports. Compared to the original 2024–2025 cycle, there was increased emphasis on student engagement opportunities, and expanded college exposure and career pathway opportunities.

Goal 2 – Inclusive Instruction and Academic Support:
Educational partners emphasized the importance of stronger English Learner supports, intervention systems, tutoring opportunities, and inclusive instructional practices. Similar to feedback gathered during earlier cycles, partners prioritized small group instruction, additional intervention staffing, and improved support for students requiring academic intervention. Current feedback also highlighted the need for stronger ELD implementation, preventative interventions, and improved coordination of intervention services.

Goal 3 – Student Wellness, Family Engagement, and Attendance:
Educational partners continued to identify student wellness, positive school climate, and family engagement as essential to student success. Wellness Centers, counseling services, SEL supports, PBIS systems, and student leadership opportunities remained highly valued across both cycles. Compared to the initial LCAP development process, current feedback reflected increased concern regarding chronic absenteeism, student disengagement, and mental health needs, along with requests for increased family communication, parent education opportunities, and expanded extracurricular and enrichment activities.

Goal 5 – Mt. Madonna High School Equity Multiplier:
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. While staff continues to request more staffing, the overall feedback continues to support the need for student access to credit recovery courses, college and career pathways, dual enrollment opportunities, as well as access to counseling in the Wellness Center.

Input from educational partners collected throughout the three-year LCAP cycle has played a key role in evaluating the effectiveness of actions and services and informing ongoing continuous improvement efforts. Feedback gathered through the engagement process helped shape revisions to the 2026–2027 LCAP, with continued emphasis on enhancing academic intervention supports, expanding college and career readiness opportunities, strengthening student engagement and wellness initiatives, and improving family partnerships and communication systems.

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 -- 32.0%	42.5% (2024) English Learner -- 8.9% Foster Youth -- 28.5% Homeless -- 14.0% Stud w/Disabilities -- 10.3% Socio Econ Disadv -- 33.1% Hispanic -- 34.6%	40.2% (2025) English Learner -- 7.3% Foster Youth -- 23.1% Homeless -- 15.3% Stud w/Disabilities -- 10.6% Socio Econ Disadv -- 29.6% Hispanic -- 31.8%	50% (2026 Overall) English Learner -- 20% Foster Youth -- 30% Homeless -- 30% Stud w/Disabilities -- 20% Socio Econ Disadv -- 40% Hispanic -- 45%	Overall : No Change English Learner: -0.9% Foster Youth: +8.8% Homeless: +1.8% Stud w/Disabilities: +0.8% Socio Econ Disadv: +1.9% Hispanic: -0.2%

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%	32.5% (2024) English Learner -- 8.3% Foster Youth -- 15.4% Homeless -- 12.0% Stud w/Disabilities -- 8.8% Socio Econ Disadv -- 23.5% Hispanic -- 24.2%	32.4% (2025) English Learner -- 8.5% Foster Youth -- 15.4% Homeless -- 10.0% Stud w/Disabilities -- 8.9% Socio Econ Disadv -- 22.7% Hispanic -- 24.2%	40% (2026 Overall) English Learner -- 20% Foster Youth -- 25% Homeless -- 30% Stud w/Disabilities -- 25% Socio Econ Disadv -- 30% Hispanic -- 35%	Overall: +2.0% English Learner: +1.1% Foster Youth: +1.1% Homeless +2.9% Stud w/Disabilities: +0.2% Socio Econ Disadv: +3.8% Hispanic: +2.0%
1.3	UC/CSU A-G Ready	45.8% (2023) English Learner -- 3.9% SocioEcon Disadv -- 32% Stud w/Disabilities -- 10.8% Homeless -- 20.0% Hispanic -- 34.1%	43.0% (2024) English Learner -- 16.0% SocioEcon Disadv -- 34.3% Stud w/Disabilities -- 23.9% Homeless -- 16% Hispanic -- 34.8%	50.9% (2025) English Learner -- 18.6% SocioEcon Disadv -- 38.6% Stud w/Disabilities -- 20.5% Homeless -- 4.3% Hispanic -- 41.7%	55% (2026) English Learner -- 15% SocioEcon Disadv -- 45% Stud w/Disabilities -- 15% Homeless -- 35% Hispanic -- 50%	Overall: +5.1% English Learner: +14.7% SocioEcon Disadv: +6.6% Stud w/Disabilities: +9.7% Homeless: -15.7% Hispanic: +7.6%
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% 24-25 LCAP Survey: 69% Favorable on Ed Tech PD Training	Did not administer Apple survey	Did not administer Apple survey 25-26 LCAP Survey: 76% Favorable on Ed Tech PD Training	Often/Daily Critical thinking -- 75% Personalization -- 75% Real world engagement -- 30% LCAP Survey: 80% Favorable on Ed Tech PD Training	Apple Survey -- N/A Favorable on Ed Tech PD Training: +7.0%

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) Corrected Baseline -- 76% (23-24)	82% (Panorama Parent Survey 24-25)	84% (Panorama Parent Survey 25-26)	80%	+8%
1.6	Graduation rate of Students with Disabilities -- Five year cohort)	66.9% (2023 SWD 5-year cohort graduation rate)	68.3% (2024 SWD 5-year cohort graduation rate)	85.6% (2025 5-year cohort)	75%	+18.7%
1.7	CTE completers (Senior Grads)	17.0% (2023)	16.0% (2024)	16.3% (2025)	25%	-0.7%
1.8	A-G & CTE completers (Seniors)	11.5% (2023 CA Dashboard)	12.4% (2024 CA Dashboard)	13.7% (2025 CA Dashboard)	20%	+2.2%
1.9	SWD students 40% or more in general education setting	84% (23-24)	84% (24-25)	83% (25-26)	90%	-1%
1.10	Secondary schools with site-based EL Specialists to support teachers of ELs	85% (23-24)	100% (24-25)	Discontinued EL Specialist position in 25-26	100%	N/A
1.11	Implementing Academic State Standards Rubric Score (Prof. Dev. & Inst. Materials)	4 out of 5 (2024)	4 out of 5 (2025)	4.3 out of 5 (2026)	5 out of 5	+0.3
1.12	CAST (CA Science Test) Met/Exceeded	27.3% (2023)	31.0% (2024)	29.3% (2025)	40%	+2.0%
1.13	College/Career Indicator (CA Dashboard) percent of graduates "prepared"	41.2% (2023 Overall) English Learners - 7.4% Homeless - 8.8% Stud w/Disabilities - 4.6%	39.7% (2024 Overall) English Learners - 9.3% Homeless - 16.7% Stud w/Disabilities - 5.9%	50% (2025 Overall) English Learners - 16.1% Homeless - 0% Stud w/Disabilities - 8.3%	60% (Overall) English Learners - 40% Homeless - 40% Stud w/Disabilities - 25%	Overall: +8.8% English Learners: +8.7% Homeless: -8.8% Stud w/Disabilities: +3.7%

Goal Analysis [2025-26]

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

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

The implementation of LCAP Goal 1 has shown initial successes, particularly in expanding elective offerings and integrating educational technology. However, challenges remain, particularly for students with disabilities and the need for ongoing professional development. Addressing these challenges and building on successes will be essential for continuing progress towards achieving the overarching goal of promoting college and career readiness for all students.

SUCCESSES:

- Expansion of Electives: The introduction of career and college-focused electives, such as Advancement Via Individual Determination (AVID), art, theater, STEAM, and Marine Science, has positively impacted student engagement and enthusiasm for learning. Feedback from students and families indicates that these offerings have been well-received and have contributed to a more rigorous learning environment.
- K-12 VAPA Career Pathway: The establishment of a K-12 Visual and Performing Arts (VAPA) career pathway has provided students with opportunities to develop artistic skills and explore career interests, further aligning with college and career readiness outcomes. Additionally, the VAPA TOSA position expanded elementary arts education.
- Work-Based Learning Opportunities: Collaboration with community partners, including Rebekah's Culinary Arts Academy and St. Louise Hospital, has facilitated exposure to career electives and real-world learning experiences. The Work-Based Learning Program Administrator has played an important role in supporting sites with career days and initiating partnerships to create additional career learning opportunities. More work-based learning opportunities are desired, as well as a stronger connection with industry partners. The development of a CTE Leadership Committee, a 3-year CTE plan, and grant applications for further CTE investment shows promise with improving work-based learning opportunities; however, the role of the Work-Based Learning administrator may need to be reimagined to strengthen industry partnerships and CTE pathways in the school district.
- Integration of Educational Technology: The effective integration of educational technology, particularly through the use of iPads at the elementary level, has fostered creativity and critical thinking among students. Teacher feedback highlights the positive impact of EdTech Instructional Specialists in supporting technology integration. Teachers further appreciate the addition of monitoring software, allowing them to ensure that students are on task during instructional time.
- Curriculum Development: Continued focus on curriculum mapping and alignment across various subjects, including math, English, and ELD, has been prioritized to ensure equitable learning environments for all students. The adoption of the TeachTown curriculum for Special Education has also aligned instructional practices with state standards and the new requirements for an alternative pathway to a high school diploma.
- Graduation Rate and College & Career Readiness Indicator: The overall graduation rate for the school district has significantly improved, per the California dashboard, as have student performance level on the College & Career Readiness Indicator across various subgroups.
- Professional Learning Communities (PLC): Structured district-wide focus on PLC implementation (site-based at secondary, and subject-based across the district at elementary) has supported teachers and administrators with time to analyze and reflect on student data, as evidenced by teacher survey results, PLC logs, and teacher collaboration during secondary early release days. PLCs included time built for secondary SPED department chairs and teachers.

RELEVANT CHALLENGES:

- Limited Progress for Students with Disabilities: There has been limited progress towards LCAP Goal 1 for students with disabilities in the areas of mathematics achievement and college and career readiness, attributed to limited work-based learning opportunities and prior inconsistencies in staffing for the district's Workability position; however, with the full staffing of the position and the beginnings of collaboration between the Workability staff and the Work-Based Learning Program Administrator, there is promise for growth in this area.
- Elementary Career Exposure: Feedback indicates that elementary students have had limited exposure to career-oriented programs, necessitating concentrated efforts to enhance career learning opportunities at this level.
- Professional Development Needs: Teachers have expressed a desire for additional professional development, particularly more professional development around Artificial Intelligence, the TPACK model, monitoring student progress in various academic areas, and intervention supports to better meet students' needs with differentiated instruction.
- Continued Focus on ELD and Literacy Instruction: There remains a need to integrate research-based literacy and language instructional strategies for English learners and students with disabilities, along with continued professional development for both designated and integrated ELD instruction.

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.

- Additional Concentration Funds were mistakenly included in the budget to support unduplicated students (Action 1.5)
- Some EdTech Licenses were purchased with one-time dollars (Action 1.2).
- Some Release Days and Professional Development contracts were paid for with one-time dollars (Actions 1.3 & 1.4).

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

ACTION 1.1:

- Based on student and parent feedback on electives at the middle school, the added career and college-focused elective courses (such as AVID, art, theater, STEAM, Marine Science, etc.) excited students to learn, and has been effective in making progress towards LCAP Goal 1.
- Based on MMHS student and family feedback, exposure to career electives through Gavilan College dual enrollment opportunities and Rebekah's Culinary Arts Academy is effective, as students now have additional career options to explore while they complete their high school diploma requirements at MMHS.
- Due to scheduling challenges and change in administration, an AVID elective was not offered at Mt. Madonna High School.
- Based on the community feedback, the expanded VAPA course offerings have begun to provide many opportunities for students to practice their artistic skillset, which feeds into career interests. There is now a K-12 VAPA career pathway, which will support student college & career readiness outcomes.
- With the expansion of the electives in middle school and the K-12 VAPA career pathway, and with the beginning stages of a College and Careers Access Pathway (CCAP) agreement with our local community college, the Work-Based Learning Program Administrator was able to support school sites with career days, external partnerships with community agencies (such as Rebekah's Culinary Academy, Work2Future, and Gavilan College), to begin laying the foundation for additional, career learning opportunities for secondary students. Further, a 3-year CTE plan was drafted (and needs revision with additional community partner input). There

is a desire to expand work-based learning opportunities for students, and a focus to increase opportunities for career oriented programs at the elementary level, based on the limited number of guest speakers and connections made between the labor industry and schools. There is also a desire to increase and strengthen the existing partnerships to enhance existing CTE pathways, and there is also a need to revisit CCAP implementation with limited staffing and course availability. With this sharpened focus on strengthening existing partnerships, there may be a need to redefine the role of the Work-Based Learning Administrator.

- The district has made progress towards LCAP Goal 1 for students with disabilities due to the expanded A-G waiver process, the implementation of the alternative pathway to a diploma requirement, and a focus on increasing work-based learning opportunities with the district's consistent staffing of the Workability position.
- Elementary has had limited career exposure, and concentrated actions are needed to increase elementary's progress towards this action.
- Based on the effectiveness of iPad integration in TK-2, GUSD sought to leverage its Career Technical Education Incentive Grant (CTEIG) funding to acquire and expand iPads at the elementary school level, one grade level at a time (with continued professional development and teacher collaboration); however, the expansion of iPads in elementary school has not been fully realized yet due to staffing needs within the IT department.
- Based on the improved graduation rate and college and career readiness indicator, the district will continue to implement the adjustments to its graduation requirements.

ACTION 1.2:

- Based on teacher feedback on professional development, as well as teacher implementation of educational technology, the strategies addressing educational technology integration have been beneficial and effective. Based on the iTeam survey results, student samples, and LCAP walkthroughs, the continued use of iPads at the elementary level have increased student creativity and critical thinking.
- Based on site-based growth on the ELPI, schools utilizing software licenses for targeted English Language has been effective.
- Development, educational technology integration continues to be effective in supporting growth in LCAP Goal 1, as evidenced by walkthrough data; teachers are utilizing educational technology to engage and support students throughout the day, and beginning to address students' digital literacy skill development.
- Teacher survey results on the LCAP input survey indicate an appreciation for site-based EdTech Instructional Specialists to support EdTech integration.
- There is a desire from teachers to receive additional professional development around Artificial Intelligence, as the district revealed and implemented its AI Policy in the 25-26 school year.
- The TPACK model (Technological Pedagogical Content Knowledge model) was not emphasized intentionally, and could be better emphasized at the secondary level, especially as teacher leverage edtech tools to differentiate instruction. This finding is validated by site LCAP walkthroughs.

ACTION 1.3:

- The GUSD Educational Services walkthrough tool continued to be the primary observational tool to measure classroom practices. The data was shared with stakeholders during scheduled observations and walkthroughs.
- Curriculum mapping remained a key priority for K-12 Math instruction, with continued development and refinement also prioritized in English, Science, and Social Studies. ELD course alignment for grades 6-12 was supported through release days and training on the newly adopted curriculum. The STEAM Coordinator, Academic Coaches, and Program Administrator, Early Literacy and ELD

played a vital role in advancing curriculum alignment efforts. The ongoing focus is to ensure equitable learning environments for all students.

- Special Education adopted a new curriculum, TeachTown for K-12, that is aligned to the state standards. Professional development was offered throughout the school year to support teachers.
- Intensified support was directed toward specific subgroups such as English learners, foster youth, unhoused students and students with disabilities. Targeted support included professional development at the elementary level focused on strengthening small group instruction, literacy skills, English language development, and reading intervention.
- Continued, dedicated time is needed to analyze and reflect on observational tool data with all stakeholders. Site leaders also require continued support to effectively guide staff in improving instructional practices.
- Curriculum map refinement for English and ELD courses need to continue to be a priority, particularly in grades 6-12.
- There continues to be a need to integrate research-based literacy and language instructional strategies for English Learners and students with disabilities.
- Continue with professional development for the TeachTown curriculum for all Special Education instructors to ensure standards based instructional practices.
- At the elementary level, continue to provide professional development and coaching to support staff with best practices for small group instruction and intervention strategies.
- At the secondary level, continue to provide professional development and coaching to support cooperative learning strategies, PLCs and educational technology.

ACTION 1.4:

- GUSD continued to offer an array of differentiated professional development for certificated and paraeducators at all levels. Trainings were offered to include specific instructional technology, mental health, leading PLC (Professional Learning Communities), Thinking Maps, cooperative learning, targeting English Language Learners and best practices for fostering welcoming and engaging classrooms.
- At the elementary level, there remains an ongoing need for professional development and coaching to strengthen both designated and integrated ELD instruction.
- Elementary level implementation of Thinking Maps has been effective, as evidenced by growth in CAASPP scores at elementary level and walkthrough data.
- At the secondary level, professional development and coaching are still needed, with a focus on implementing cooperative learning strategies, strengthening PLC practices across sites, and ensuring consistent, targeted support for English Learners.
- A focus on training for Classified Staff continues to be a priority for GUSD.
- To improve achievement of students in various subgroups (English Learners, students with disabilities, foster youth, homeless, Long Term English Learners) GUSD will continue focusing on PLC implementation, especially with its effective implementation in the 25-26 school year (per teacher survey responses).

ACTION 1.5:

- GUSD New Teacher mentor program continued to be an effective system of support for new teachers; unfortunately, expiring Educator Effectiveness funds that were supporting the program are exhausted at the conclusion of the 25-26 school year.
- Based on formal and informal walkthrough data and MMHS math growth, math coaching support at the secondary level has been effective, as teachers are incorporating more engaging activities into their lessons (at the sites where coaching is available).

- Based on walkthrough data and intervention plans, the support from literacy facilitators continues to be effective at the site level.
- Based on elementary LCAP walkthrough data and alignment between elementary school math instruction, as well as implementation of common assessments, the math TOSA has been effective in creating a collaborative learning environment and supporting elementary math instruction.

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.

- Redefine role of Work Based Learning Coordinator to provide increased opportunities for career oriented programs at the elementary level and strengthen work-based learning opportunities at secondary level (1.1)
- Through Cal Serves grant funds, leverage role of a Civic Seal of Engagement Administrator to improve college and career readiness through the Civic Seal of Engagement (1.1)
- Due to scheduling challenges and change in administration, an AVID elective was not offered at Mt. Madonna High School (MMHS); rather, there was a greater focus on improving dual enrollment opportunities for MMHS students (1.1)
- Consolidate educational technology tools that assist teachers in providing individualized lessons to support academic growth (1.2)
- Reduce external contractor support to provide professional development around evidence-based instructional strategies due to elimination of Educator Effectiveness dollars (1.3)
- Reduce number of release days due to elimination of Educator Effectiveness dollars (1.3)
- Implement newly-adopted math instructional materials, per the new California math framework (1.3 & 1.4)
- Adding Thinking Maps professional development to middle school level due to effectiveness of graphic organizer strategy at elementary school level (1.4)
- Eliminate New Teacher Mentor program with expiration of Educator Effectiveness dollars (1.5)

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	College and Career Readiness (including Career Technical Education (CTE))	Ensure Articulation and Alignment, PK through Adult Ed, to promote college and career readiness by: • a. Continuing to develop a common definition of a college and career-ready student in Gilroy Unified School District, especially with the addition of a grant-funded Civic Seal of Engagement administrator position. • b. Utilizing AVID curriculum and strategies to promote college and career readiness across schools	$1,010,414.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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 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. Simultaneously, building career skills with expansion of iPads into grade 3. Continue to strengthen CTE and Visual and Performing Arts programming in GUSD by: • 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 Administrator for Dual Enrollment, Work-Based Learning, and Enrichment. Special attention with regard to the Dual Immersion secondary programming and biliteracy pathways will continue 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 in prior years; special attention will also be given to unhoused youth and students with disabilities. By leveraging the Work-Based Learning and Enrichment District Administrator to fortify these two pathways (Dual Immersion and Seal of Biliteracy Pathways), the		

Action #	Title	Description	Total Funds	Contributing
		district seeks to uplift our students across various subgroups and connect them to college and career opportunities that support their ongoing growth. • i. Redefining role of Work-Based Learning / CTE administrator to strengthen college and career pathways for students across the school district; leverage Work Based Learning Administrator to provide increased opportunities for career oriented programs at the elementary level. • 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. • l. Continuing to provide career exploration opportunities to secondary students through work-based learning with the K12SWP Grant and others. • m. Continue implementing elective coursework at the middle schools • n. Continuing to collaborate with community partners, such as the Santa Clara Office of Education, Gavilan College and Industry partners 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; partner with local business owners to enhance career fairs. • r. Developing and supporting a Virtual Job Shadowing and Coaching Program using PATHFUL Explorer. Collectively, all of the above-named actions will support the following		

Action #	Title	Description	Total Funds	Contributing
		Districtwide subgroups that performed the lowest on the college and career readiness indicator: English Learners (2023 & 24), Unhoused Students (2023 & 2025), and Students with Disabilities (2023, 2024, and 2025). 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 and Long Term English Learners (at GHS and at MMHS), Christopher High School's Students with Disabilities, and MMHS's English learners, Long Term English Learners, socioeconomically disadvantaged students, Hispanic students, and overall school results. Actions 1.1.r and 1.1.e will support improving the College and Career Readiness levels of Students with Disabilities at Christopher High School. These actions will specifically address the student subgroups and schools whose performance level appeared lowest on the California Dashboard for College and Career Readiness.		
1.2	1.2 Educational Technology Integration	By taking the following steps, GUSD will continue to 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: • 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, Luigi Aprea Elementary, Rod Kelley Elementary, and Solorsano Middle School (based on the "red" indicator, signaling the lowest performance of these schools in this area on the California Dashboard).	$799,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• c. Consolidate educational technology tools that 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	GUSD will continue to implement evidence-based instructional practices to create rigorous and innovative learning spaces that deepen students' conceptual understanding, in the following manner: • 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 (limited number of) 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. This includes utilizing newly-adopted math curriculum. • f. Support sites with developing small-group instructional models for literacy instruction and differentiation. These actions are specifically supporting the named subgroups (district-wide) in their English Language Arts performance, based on the data from	$3,151,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		the 2023, 2024, and 2025 California Dashboard, as these student groups received a red indicator -- English Learners, Foster Youth, Unhoused Students, Students with Disabilities (in 2024: English Learners and Students with Disabilities; in 2025: English Learners, Long Term English Learners, unhouse youth). 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, Eliot Elementary, and Rod Kelley 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: • El Roble Elementary (English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students), • Eliot Elementary (Overall School Results, Socioeconomically Disadvantaged Students, Hispanic Students), • Glen View Elementary (Students with Disabilities), and • Rod Kelley Elementary (Students with Disabilities) 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 2023, 2024, and 2025 California Dashboard. In updating the curriculum maps, the three middle schools will use newly-adopted instructional materials aligned to the new math framework, to provide targeted support for Long Term English Learners (at all three schools); English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students at Solorsano Middle School; and English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities at Brownell Middle School.		
1.4	1.4 District-led Professional Learning	GUSD staff will continue to meet the needs of identified subgroups of students by providing professional development to staff, especially by: • a. Continuing to differentiate professional development through in-service learning for certificated, classified, and paraprofessional staff.	$442,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. GUSD staff will provide professional development on the needs of students with IEPs in the following manner: • 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 • i. Provide Professional Learning Community (PLC) professional development for secondary SPED department chairs and teachers 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 2023, 2024, and 2025 California Dashboard: • El Roble Elementary (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2024: English Learners; 2025: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students),		

Action #	Title	Description	Total Funds	Contributing
		• Eliot Elementary (2023:Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students; 2024: Overall School Results, English Learner, Students with Disabilities, Hispanic Students; 2025: Overall School Results, Socioeconomically Disadvantaged Students, Hispanic Students), • Glen View Elementary (2023 & 2024: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students; 2025: Students with Disabilities), • Las Animas Elementary (2023: English Learners, Students with Disabilities; 2024: English Learners), • Luigi Aprea ELementary (2023 & 2024: English Learners, Students with Disabilities), • Rod Kelley Elementary (2025: Students with Disabilities), and • Rucker Elementary (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students; 2024: Students with Disabilities) Action 1.4.a will also expand to include middle schools to positively impact English Language Arts achievement of the following subgroups at the following schools, based on the red indicator on the 2025 California Dashboard: • Brownell Middle School: (2025) English Learners, Long Term English Learners, Students with Disabilities • Solorsano Middle School: (2025) English Learners, Long Term English Learners, Students with Disabilities • South Valley Middle School (2025) English Learners, Long Term English Learners 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. With secondary schools' professional development on Engaging &		

Action #	Title	Description	Total Funds	Contributing
		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: • Brownell Middle School (2023: English Learners, Students with Disabilities; 2024: Long Term English Learners, Students with Disabilities; 2025: English Learners, Long Term English Learners, Students with Disabilities), • Solorsano Middle School (2023: English Learners; 2024: English Learners, Long Term English Learners, Students with Disabilities; 2025: English Learners, Long Term English Learners, Students with Disabilities) • South Valley Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2024: Students with Disabilities; 2025: English Learners, Long Term English Learners) • Gilroy High School (2023: English Learners; 2025: Overall student performance, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students) • Christopher High School (2024: English Learners; Students with Disabilities; 2025: English Learners) 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: English learners, Long Term English learners, Unhoused students, students with disabilities, and foster youth. Additionally, the following schools will focus on addressing the student subgroups at their sites: • Brownell Middle School (2023: English Learners, Students with Disabilities; 2024: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2025: Long Term English Learners), • Solorsano Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, and Hispanic Students; 2024: Long Term English Learners, Students with		

Action #	Title	Description	Total Funds	Contributing
		Disabilities, and Hispanic Students; 2025: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students), and • South Valley Middle School (2023: English Learners; 2024: Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2025: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities) Subject-differentiated and teacher-individualized coaching on Engaging & 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, critical thinking, 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.		
1.5	1.5 Certificated Coaching, Mentorship & Support	GUSD staff will continue to support sites in creating rigorous and innovative learning spaces by providing ongoing coaching for certificated staff, especially in the following manner: • 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. • f. Support Educational Services Tech Specialist Task Force to oversee and support the specialists who are at the secondary school sites.	$1,107,564.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• g. Continue to employ Literacy Facilitators at the elementary level to provide professional learning and support to teachers in the area of literacy development. Action 1.5.b, coupled with Action 1.5.d will address the MATHEMATICS achievement of Students with Disabilities and English Learners at El Roble Elementary to address the achievement of this student subgroup, based on the red indicator on the 2023, 2024, and 2025 California Dashboard. 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 and Christopher 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: • 2023: Gilroy High School (Overall School Results, English Learners, Hispanic Students) • 2023: Mt. Madonna High School (Overall School Results, Socioeconomically Disadvantaged students, and Hispanic students) • 2024: Christopher High School (English Learners, Students with Disabilities) • 2025: Christopher High School (Students with Disabilities) • 2025: Gilroy High School (Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, 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 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)	42.5% (2024)	40.2% (2025)	55%	No Change
2.2	CAASPP Math % Met/Exceeded	30.4% (2023)	32.5% (2024)	32.4% (2025)	45%	+2.0%
2.3	UC/CSU A-G Ready	45.3% (2023)	43.0% (2024)	50.9% (2025)	60%	+5.6%
2.4	% Ready/Cond -- EAP in ELA (Juniors)	49.6% (2023)	56.7% (2024)	48.2% (2025)	60%	-1.4%
2.5	% Ready/Cond -- EAP in Math (Juniors)	24.3% (2023)	27.5% (2024)	26.0% (2025)	35%	+1.7%
2.6	% of Sophomores Passing Math II or higher	79% (23-24)	79% (24-25)	78% (24-25)	85%	-1%

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)	62% (2024)	64%	60%	+9.5%
2.8	STAR Reading mid-year 2nd-8th	42.3% (STAR Benchmark Winter 23-24)	48.2% (STAR Benchmark Winter 24-25)	47% (STAR Benchmark Winter)	55%	+4.7%
2.9	Math Benchmarks mid-year (Grades 3-8)	32% (iReady Grades 3-8, on track for proficiency 23-24)	Did not administer iReady Math to 6-8 in 24-25 36% (iReady Grades 3-5, on track for Proficient 24-25)	42% (iReady Grades 3-5, on track for Proficient 25-26) (Pilot new Diagnositc)	40%	+10%
2.10	% of EL students making progress as measured by the ELPAC	44.4% (2023)	43.5% (2024)	44.2% (2025)	60%	-0.2%
2.11	EL Reclassification rate	5.7% (23-24)	9.5% (24-25)	8.6% (25-26)	10%	+2.9%
2.12	% of EL students in the US 3 or more years enrolled in grade level English	96% (Grades 6-12)	95% (Grades 6-12)	96% (25-26 Grades 6-12)	over 95%	No Change
2.13	Teacher PD to support EL students (% favorable on Teacher survey)	69% (23-24)	72% (24-25)	74% (25-26)	85%	+5%

Goal Analysis [2025-26]

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

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

Overall, the implementation of LCAP Goal 2 has led to successes, particularly in the areas of data monitoring and enhanced learning opportunities. However, challenges remain, especially in ensuring a system-wide implementation of these actions. Addressing these challenges will further progress toward achieving the goal of equitable and inclusive education for all students.

SUCCESSES:

- Equity & Inclusion: Training for support staff has effectively enhanced support for targeted student groups, while the continued focus on Multi-Tiered System of Support (MTSS) implementation has established a continuum of support at the secondary level.
- Assessment, Data & Accountability Systems: Professional development in data monitoring and analysis has effectively enhanced instructional planning within Professional Learning Communities (PLCs), leading to consistent support for subgroups like English Learners, students with disabilities, and foster youth. While common assessments in mathematics, science, and reading have been administered, there is a need to improve MTSS alignment across levels.
- Language & Literacy for Multilingual Learners: Professional development for multilingual learners has successfully provided culturally relevant resources and improved language and literacy support. Staffing additions have enhanced ELA/ELD instructional practices.
- Expanded Learning Opportunities: Expanded learning offerings, including summer programs and tutoring, have enhanced academic support.

RELEVANT CHALLENGES:

- Common Understanding of Equity and Inclusion: Despite effective actions, there is a continued need for training to develop a shared language and understanding of equity and inclusion among staff system-wide.
- Strengthening MTSS Alignment: While some supports are in place at the secondary level, there is a need to further strengthen the alignment of MTSS practices across secondary and elementary sites.
- English Learner Support: Consistent and enhanced supports for newcomer students and families are a continued need.
- Structure of Academic Supports: Alternative programming for academically at-risk students need to be reevaluated, per CAASPP results of students participating in alternative placement (ie. Envision Academy).

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 FTEs was greater than anticipated (Action 2.1)
- Additional Concentration Funds were mistakenly included in the budget to support unduplicated students (Action 2.3)
- High School Credit Recovery FTEs were covered by LCAP dollars, given the depletion of one-time A-G dollars (Action 2.4)

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

ACTION 2.1:

- Based on staff feedback, effective actions include training for paraprofessionals and equity & inclusion training on in-service days; however, training was not limited to after-school (as depicted in previous LCAP). Additional effective actions include linking services and resources for Foster Youth, unhoused students, migrant students (through Migrant Education Program), and Socio-economic disadvantaged students. Other effective actions include a focus on multi-tiered systems of support framework (MTSS) model at the secondary level, as evidenced by secondary schools' alignment of MTSS tools.
- Specific ineffective actions, based on teacher input and walkthrough data, are the implementation of inclusive practices district-wide. Continued efforts are needed for the common understanding of equity and inclusion through staff training.

ACTION 2.2:

- Based on Staff feedback this action was effective: PLC implementation specialists supported data monitoring and analysis at secondary sites to drive data based instructional planning and implementation. Strategies to support specific subgroups, such as, English Learners, unhoused students, students with disabilities, and foster youth were more consistently implemented.
- Based on monitoring assessments through the various assessment systems, common assessments were administered K-12 in mathematics and 6-12 in science. Reading and math benchmarks were also administered 2-3 times per year K-10. In addition, District-Level Professional Learning Communities (DPLCs) continued in mathematics throughout the year at elementary. Further, cohorts across elementary and secondary sites consistently implemented common formative assessments, per the PLC process. However, per teacher feedback, PLC implementation will eventually need to shift to ongoing, authentic practice (which some cohorts are ready to do, and others require further support to do so).
- Further work on strengthening the alignment of MTSS work across levels (elementary and secondary) is needed to ensure appropriate support for all students.

ACTION 2.3:

- Based on ELPI data, professional development focused on multilingual learners was effective in providing culturally relevant resources, models of instructional practices and the development of language and literacy. Staffing (both administrative and certificated) have effectively supported the language and literacy programs. Articulation and alignment of ELA/ELD instruction and intervention was greatly improved across all levels. All English Learners instructional specialists at the secondary level were filled.
- There is a continued need to ensure that supplemental support and resources for newcomers and Long Term English Learners are available and effectively utilized at all school sites.
- Based on walkthrough data, implementation of research-based instructional strategies to support English Language Learners has been inconsistent across the school district.

ACTION 2.4:

- The increase in expanded learning offerings has been effective in providing additional opportunities and support to students at all levels. Summer opportunities were expanded to include academic support at the middle school level, increased access to credit recovery at the high school level, and expanded academic support in both reading and mathematics at the elementary level. A variety of tutoring options were provided.
- Based on family and student input, ineffective actions towards students mastering grade-level standards through expanded learning opportunities continue to focus on increasing and diversifying the academic supports outside the regular school day. While Envision offers an alternative learning setting, CAASPP results show a need for improved structure, course offerings, and rigorous expectations. Additionally, further consideration needs to be provided about diploma pathways (via alternative settings) for students, based on feedback from high school academic coordinators, special education case managers, and college and career readiness indicator for students with disabilities.
- Student A-G completion, summer credit recovery completion rates, graduation rate improvements, as well as subgroup improvements and overall improvements on the College and Career Readiness Indicator demonstrate effectiveness of credit recovery offerings (both during the school year and during the summer).

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.

- We will continue to expand inclusive instructional practices to improve academic outcomes for Students with Disabilities in ELA and Math, with professional development focused on evidence-based interventions, differentiation strategies, and standards-aligned IEP goals (2.1)
- We will continue to provide training for paraprofessionals, reducing from bi-monthly after school training to in-service training (due to decreased Educator Effectiveness dollars) (2.1)
- Release time for teachers will be diminished due to exhausted Educator Effectiveness dollars (Actions 2.1 & 2.3).
- Strengthen MTSS implementation across grade-level spans, with a focus on elementary (2.1)
- Explore possibility of piloting squad model or peer tutoring model to support ELD students (2.3)
- Envision Academy will be eliminated for 26-27 school year due to student performance data; we will explore implementing therapeutic programming at Mt. Madonna High School (2.4)
- Due to success of peer tutoring model (funded through one-time and expired A-G access dollars), the school district will explore ways to bring in peer tutoring in the future (2.4)
- With exhausted A-G grant funds, credit recovery teachers will be limited to one per comprehensive school site (Action 2.4).

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Equity & Inclusion	GUSD staff will continue to implement equitable and inclusive practices for targeted student subgroups in the following manner: • a. Provide equity and inclusion training and support for administrators and staff, district-wide, expanding a focus on instructional practices to improve outcomes for students with disabilities in ELA and Math; professional development will focus on evidence-based intervention, differentiation strategies, and standards-aligned IEP goals. • b. Establish a common language and understanding of inclusion and equity. • d. Link services and resources for Foster Youth, students identified as McKinney-Vento, Migrant Education Program, and Socio-economic disadvantaged students. • e. Provide training for paraprofessionals • f. Work with the Santa Clara COE to provide training and coaching on inclusive practices districtwide	$856,609.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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, strengthening support at elementary level. 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: • English Language Arts: El Roble, Glen View, and Rod Kelley Elementary Schools; Brownell and Solorsano, Middle Schools, and Christopher High School • Mathematics: El Roble and Rucker Elementary Schools; Solorsano and South Valley Middle Schools, and Christopher High School and Gilroy High School • Science: Solorsano Middle School • Suspension Rates: Glen View Elementary, Brownell and South Valley Middle Schools, and Mt. Madonna High School		
2.2	2.2 Assessment, Data & Accountability Systems	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: • 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	$671,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. These actions are specifically supporting the named subgroups (district-wide, based on the red indicator on the California Dashboard) in their Mathematics (English Learners, Long Term English Learners, Unhoused Students, Foster Youth, and Students with Disabilities) and in English Language Arts (English Learners, Long Term English Learners, and Unhoused Students). 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: MATHEMATICS ACHIEVEMENT: • El Roble Elementary (2023 & 2024: Students with Disabilities; 2025: English Learners, Students with Disabilities) • Las Animas Elementary (2023: Students with Disabilities) • Brownell (2023: English Learners, Students with Disabilities; 2024: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2025: Long Term English Learners) • Solorsano (2023: English Learners, Socioeconomically Disadvantaged Students, Hispanic Students; 2024: Long Term English Learners, Students with Disabilities, and Hispanic Students; 2025: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) • South Valley Middle School (2023: English Learners; 2024: Long Term English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2025: English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities)		

Action #	Title	Description	Total Funds	Contributing
		• Gilroy High School (2023: Overall school results, English Learners, Hispanic Students; 2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) • Mt. Madonna High School (2023: Overall school results, Socioeconomically Disadvantaged Students, Hispanic Students) • 2024: Christopher High School (English Learners, Students with Disabilities; 2025: Students with Disabilities) ENGLISH LANGUAGE ARTS ACHIEVEMENT: • El Roble Elementary (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2024: English Learners), • Eliot Elementary (2023: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic students; 2024: Overall School Results, English Learner, Students with Disabilities, Hispanic Students) • Glen View Elementary (2023 & 2024: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Hispanic Students), • Las Animas Elementary (2023: English Learners, Students with Disabilities; 2024: English Learners), • Luigi Aprea Elementary (2023 & 2024: English Learners, Students with Disabilities), and • Rucker Elementary (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students; 2024: Students with Disabilities) • Brownell Middle School (2023: English Learners, Students with Disabilities; 2024: Long Term English Learners, Students with Disabilities), • Solorsano Middle School (2023: English Learners; 2024: English Learners, Long Term English Learners, Students with Disabilities) • South Valley Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities; 2024: Students with Disabilities) • Gilroy High School (2023: English Learners) • 2024 Christopher High School (English Learners, Students with Disabilities)		

Action #	Title	Description	Total Funds	Contributing
		2025 ENGLISH LEARNER PROGRESS INDICATOR (ELPI) for El Roble Elementary, Luigi Aprea Elementary, Rod Kelley Elementary, and Solorsano Middle School Action 2.2.d and 2.2.e will focus on MATHEMATICS, with a focus on students with disabilities (based on this student subgroup red indicator performance in this area on the California Dashboard). 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 and Long Term English Learners in all subject areas, which in turn may continue supporting schools in continuing to improve the English Learner Progress Indicator.		
2.3	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	GUSD staff will provide targeted language and literacy support to English learners and other targeted subgroups in the following manner: • a. Provide professional development on literacy, language development, and effective intervention. • b. Provide models of classroom practices at all levels to support English Learners (ie. explore possibility of piloting squad model or peer tutoring model to support ELD students). • 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, intervention and acceleration, with a focus on early literacy for	$1,530,230.00	Yes

Action #	Title	Description	Total Funds	Contributing
		preschool UPK alignment. The Program Administrator of Early Literacy and English Language Development will continue to: provide job-embedded support to ensure that literacy instruction is data-informed and student-centered; provide technical, specialized, consultative, advisory, planning, and coaching services in ELA, literacy & language development; plans and develop, implement and monitor the District's plan for delivering ELD services and supports and communication of this plan to school administration, staff and the public. This position is intended to better address elementary students' literacy levels while simultaneously supporting the academic performance of our multilingual learners. Additionally, GUSD's program monitoring for English Learners and Designated ELD instruction met the requirements of the Federal Program Monitors' audit (with the Learning Block Recovery Grant funding - as measured by Metric #s 2.8, 2.10, 2.11, and 2.12; 2025-26: $213,000; 2026-27: $225,000). • g. Utilize Literacy Facilitators to support/guide teachers in implementation/literacy instruction and assessment at the elementary level. • h. Revise role of English Learner Instructional Specialists to focus on Professional Learning Community (PLC) Implementation, with a focus on supporting English Language Learners with differentiation and implementing various 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 of subject-specific, individualized support for English Learners in Academic Language Development (ALD) courses for high school students. Action 2.3.f will focus efforts on El Roble Elementary, Luigi Aprea Elementary, Rod Kelley Elementary, and Solorsano Middle School to improve English Learner Performance Indicator (ELPI) per those schools' red indicator performance on the California Dashboard.		

Action #	Title	Description	Total Funds	Contributing
		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). 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 and Long Term English Learners through instructional coaches and instructional specialists, Gilroy High School and Christopher High School seek to improve the performance of their English Learners (per their red indicator performance on the California Dashboard) in mathematics, English Language Arts, and at Mt. Madonna High School, the College and Career Readiness Indicator. All three middle schools will utilize their PLC Instructional Specialists to support teachers in English Language Arts and Mathematics to review their data to better address the needs of their English Learners (per the red Dashboard Indicators), focusing on Kagan Cooperative Strategies (per Action 1.4.a). Action 2.3.k will be focused at Christopher High School and Gilroy High School, with the intent of addressing the 2023 red indicator on the California Dashboard for English Learner Progress Indicator (ELPI), piloting a model of subject-specific, individualized support for English Learners in ALD courses. WIth the addition of LTELs as a subgroup per the 2024 dashboard indicator, 2.3.k will also focus on LTEL achievement in math and English Language Arts at the high school level.		
2.4	2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)	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: • a. Offer extended day, online learning option for credit recovery as a 0/7 period for students (though limiting credit recovery to one teacher per comprehensive high school). • b. Provide a 7-period day option for students participating in specialized programs, additional AP or college coursework.	$1,797,289.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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, but focus on training for teachers so they may improve student monitoring efforts and encourage students to complete rigorous coursework. • f. Explore other supportive academic programs for students at the high school level. • g. Explore tutoring supports for secondary level through possible expanded learning opportunities 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. • 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. Provide summer learning opportunities to address student needs by specifically: • m. Offering 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.		

Action #	Title	Description	Total Funds	Contributing
		• 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. Site-based and district-level data indicate that there is still a large 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% Students w/Disabilities -- 38.7% Asian -- 16.7% White - 21.8%	20.2% (23-24 Overall) English Learners -- 20% Socio-Econ Disadv -- 24.7% Hispanic -- 22.2% Students w/Disabilities -- 27.4% Asian -- 6.3%	20.3% (24-25 Overall) English Learners -- 21.1% Socio-Econ Disadv -- 24.4% Hispanic -- 22.6% Students w/Disabilities -- 27.9% Asian -- 8.8%	12% (Overall) English Learners -- 12% Socio-Econ Disadv -- 12% Hispanic -- 12% Students w/Disabilities -- 12% Asian -- 10% White - 10%	-10.3% (Overall) English Learners: -11.2% Socio-Econ Disadv: -12.3% Hispanic: -10.8% Students w/Disabilities: -10.8% Asian: -7.9% White: -7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two/More Races -- 33% Homeless -- 51.2% Filipino -- 13.8%	White - 16.5% Two/More Races -- 19.6% Homeless -- 41.3% Filipino -- 6.7%	White - 14.5% Two/More Races -- 17.7% Homeless -- 34.9% Filipino -- 7.6%	Two/More Races -- 12% Homeless -- 20% Filipino -- 10%	Two/More Races: -15.3% Homeless: -16.3% Filipino: -6.2%
3.2	Attendance Rate	93.1% (23-24 P2)	92.5% (24-25 P2)	92.7% (25-26 P2)	95%	-0.4%
3.3	4-year Cohort Dropout Rate	5.3% (22-23)	7.5% (23-24)	4.2% (24-25)	3%	-1.1%
3.4	4-year Cohort Graduation Rate	89.7% (22-23 Overall) Homeless -- 52.9% Stud w/Disabilities -- 65.8%	85.1% (23-24 Overall) Homeless -- 52.1% Stud w/Disabilities -- 52.9%	91.2% (24-25) Homeless -- 76.7% Stud w/Disabilities -- 73.2%	over 90% Homeless -- 80% Stud w/Disabilities -- 75%	+1.5% (Overall) Homeless: +23.8% Stud w/Disabilities: +7.4%
3.5	Middle School Dropout Rate	0.3% (22-23)	0.6% (23-24)	0.2%	0%	-0.1%
3.6	Suspension Rate	5.4% (22-23 Overall) Foster Youth -- 20% Homeless -- 9.8% Amer Ind -- 9.4% English Learners -- 7% Socio-Econ Disadv -- 6.7%	4.8% (23-24 Overall) Foster Youth -- 26.3% Homeless -- 9.8% Amer Ind -- 9.4%	4.3% (24-25 Overall) Foster Youth -- 12.5% Homeless -- 5.8% Amer Ind -- 4.2% English Learners -- 6% Socio-Econ Disadv -- 5.3%	3% (Overall) Foster Youth -- 5% Homeless -- 5% Amer Ind -- 5% English Learners -- 5% Socio-Econ Disadv -- 5%	-1.1% (Overall) Foster Youth: -7.5% Homeless: -4.0% Amer Ind: -5.2% English Learners:-1% Socio-Econ Disadv: -1.4%
3.7	Special Ed Suspension Rate	8.7% (22-23)	7.1% (23-24)	6.2% (24-25)	5%	-2.5%
3.8	Expulsion Rate	0.3% (22-23)	0.3% (23-24)	0.3% (24-25)	0.1%	No change
3.9	Student survey -- Caring relationships	79% (23-24 Panorama -- Trusted Adult) English Learners -- 74% Hispanic -- 76%	80% (24-25 Panorama -- Trusted Adult)	83% (25-26 Panorama -- Trusted Adult)	85% English Learners -- 85% Hispanic -- 85%	+4% (Overall) English Learners: +5% Hispanic: +6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Amer Ind -- 72% Two/More Races -- 79%	English Learners -- 77% Hispanic -- 79% Amer Ind -- 83% Two/More Races -- 80%	English Learners -- 79% Hispanic -- 82% Amer Ind -- 79% Two/More Races -- 78%	Amer Ind -- 85% Two/More Races -- 85%	Amer Ind: +7% Two/More Races: -1%
3.10	Student survey -- School Connectedness	77% (23-24 Panorama -- Sense of Belonging) English Learners -- 72% Hispanic -- 76% Amer Ind -- 74% Two/More Races -- 74%	77% (24-25 Panorama -- Sense of Belonging) English Learners -- 72% Hispanic -- 75% Amer Ind -- 80% Two/More Races -- 80%	80% (25-26 Panorama -- Sense of Belonging) English Learners -- 72% Hispanic -- 79% Amer Ind -- 75% Two/More Races -- 82%	85% English Learners -- 85% Hispanic -- 85% Amer Ind -- 85% Two/More Races -- 85%	+3% (Overall) English Learners: No Change Hispanic: +3% Amer Ind: +1% Two/More Races: +8%
3.11	PBIS Implementation - % of sites implementing PBIS	22% with fidelity (2023-24) 42% partially (2023-24)	22% with fidelity (2024-25) 57% partially (2024-25)	22% with fidelity (2025-26) 78% partially (2025-26)	70%	Fidelity -- No change Partially -- +36%
3.12	Percent of Schools with fully constituted ELAC, including DELAC rep	70% (23-24)	70% (24-25)	92% (25-26)	100%	+22%
3.13	Parent Input in making decisions rubric score	3 of 5 (23-24)	3 of 5 (24-25)	4 of 5 (25-26)	5 of 5	+1
3.14	Percent of parents of students with a disability that indicated full participation in the IEP process	84.1% (2024)	86.9% (24-25)	92.2% (25-26)	100%	+8.1%

Goal Analysis [2025-26]

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

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

The implementation of LCAP Goal 3 has shown progress across various areas, including attendance, behavior and discipline, climate and culture, family engagement, and wellness. However, continued growth in these areas is desired as we make progress with creating a positive and supportive educational environment.

SUCCESSES:

- Partnerships: Effective partnerships with community agencies have improved behavior interventions, leading to reduced suspension rates.
- Social Emotional Learning: Positive feedback from expanded learning staff on SEL training and its implementation has enhanced the climate and culture in after-school programs.
- Family Engagement: Increased family engagement events have fostered stronger connections between families and schools, allowing for greater parental involvement in district decision-making. Increased family engagement events have been well-received and have improved community outreach. Community liaisons have effectively connected families with schools.
- Data Monitoring: A consistent emphasis on MTSS data monitoring at the secondary level (with a focus on professional development) supported improvements in school team collaboration to provide supports to students.
- Wellness: The introduction of a social worker intern program and the expansion of wellness centers have provided enhanced support for student wellness. The Wellness Administrator's support of coordinating mental health supports and overseeing the social worker intern program has helped sustain Wellness Centers across secondary sites. Consistent professional development for staff has also contributed to success in this area.

RELEVANT CHALLENGES:

- Chronic Absenteeism & Improving Attendance Rates: Strategies involving community partnerships and attendance liaisons have mostly maintained attendance rates; however, chronic absenteeism rose (per the 2025 California dashboard).
- Professional Development Needs: Continued professional development is required in restorative practices, as well as for Positive Behavior Interventions & Supports (PBIS) and social-emotional learning for all staff.
- Consistent MTSS Implementation: A consistent emphasis on MTSS data monitoring is needed across grade-levels/spans (elementary school, middle school, high school) to effectively support improvements in attendance, behavior, and overall climate.
- Secondary Social-Emotional Learning & Sense of Belonging: Low survey results regarding student belonging and relationships at the secondary level demonstrate the need for more robust and consistent implementation of climate and culture initiatives.

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.

Action 3.1: There were some vacancies for part of the school year, leading to a lower FTE cost.
Action 3.3: Additional Concentration Funds were mistakenly included in the budget to support unduplicated students. However, the planned services were fully implemented.

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

ACTION 3.1:

- Due to the maintained attendance rate, the strategies of partnering with community-based agencies, and leveraging attendance liaisons, Coordinator for Attendance and Welfare, as well as the Senior Staff Secretary of Welfare and Attendance have been somewhat effective. More attention, however, is needed to address Chronic Absenteeism, and a reevaluation of existing attendance policies and practices may support growth in attendance rates in the 26-27 school year.
- There is a continued need to provide professional development in the area of restorative practices to better support attendance interventions.
- Professional development around MTSS data monitoring at the secondary sites has been effective, based on secondary's consistent implementation of MTSS teams; however, MTSS data monitoring efforts and professional development could be improved across levels (to include elementary).

ACTION 3.2:

- Suspension data demonstrates a decline from the previous year, indicating the effectiveness of the partnerships with community-based organizations, added professional development to all staff in the area of positive behavior supports, and continued support from Effective School Solutions (ESS).
- Deescalation professional development, such as Safety First, was successfully implemented based on consistent implementation of deescalation techniques across sites and with different staff groups.
- To date, ineffective actions in making progress towards this goal include ongoing professional development and implementation of PBIS and Restorative Practices.
- A continued emphasis on MTSS data monitoring at the site level can continue to improve behavior & discipline.

ACTION 3.3:

- SEL professional development for after school staff has promoted positive climate and culture in after school programs and at the secondary level.
- SEL curriculum is effectively implemented at the elementary sites, based on walkthrough data and higher elementary LCAP climate & culture student survey results.
- School Linked Services Coordinators provide effective school-site support with referrals for counseling and additional community resources.
- Increased partnerships with community-based agencies continues to support schools with improving climate and culture.
- Based on high school leadership teacher and student feedback, as well as joint high school events, training for student leadership classes has positively impacted school culture across the district.
- Student survey results around their sense of belonging, teacher-student relationships, and school climate are low at the secondary level, demonstrating a need for a consistently implemented secondary School Climate & Culture curriculum; however, the social-

emotional learning curriculum pilot at secondary schools has been effective (based on administrator and teacher input); a greater emphasis on implementing the SEL curriculum in 26-27 can ensure further growth in this area.

- There is a need for more global social-emotional learning and restorative justice professional development for all staff groups in the district.
- A continued emphasis on MTSS data monitoring at the site level can continue to improve climate and culture, as the schools that consistently implement MTSS monitoring of student attendance, behavior, and academics have demonstrated consistently positive outcomes
- There is a need to provide system-wide consistency and support with PBIS, restorative practices and social emotional learning implementation, based on LCAP sense of belonging survey results.

ACTION 3.4:

- The increased number of family engagement nights (such as Parent Institute-Quality Education (PIQE), Lego Nights, Art Nights, Resource Fairs, etc.) have been positively received by the community and have increased opportunities for families to engage with their home schools and each other.
- Community liaisons have been effective in improving outreach to families.
- Families / parents consistently attend district-wide committees, providing multiple opportunities for families to engage with district-level decision making.
- Implementation of Parent Community Group has improved opportunities for parents of students with special needs to engage with the school district and with each other.
- There needs to be a coordinated effort, aligning all of our district's parent engagement efforts to improve how parents are better informed about all of the opportunities (for example, ensuring community liaisons are aware of all the various parent engagement opportunities and communicating those opportunities to parents through an MTSS lens).

ACTION 3.5:

- The social worker intern program better supports wellness centers at the secondary level.
- Based on the effective wellness center implementation and use, social worker intern programs, and consistent professional development for site-based student services staff, the Health and Wellness administrator position has been effective in addressing LCAP Goal 3.

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.

- Reevaluate short term independent study practices within the school district to improve attendance rates (3.1)
- Student Services Program Specialist is not continuing for 2026-2027 (3.2)
- Changing staffing composition within Wellness Center due to expiring grant funds (3.5).
- Increase services provided through mental-health providers and community based organization, as allowable through CYBH (3.5).

* For metrics 3.9 & 3.10, removed socio-economically disadvantaged student group. For metric 3.6, suspension rate, added SED and EL

subgroup data to monitor the increased and improved services for unduplicated students in action 3.3.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attendance	GUSD staff will increase engagement by identifying and addressing barriers to attendance in the following increased interventions, rooted in Restorative Practices: • 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 and support site-based attendance staff on attendance monitoring process; this includes reevaluating existing attendance policies and practices (including short term independent study) to improve attendance rates. • d. Continue to leverage support from Senior Staff Secretary of Welfare & Attendance With regard to Action 3.1.c, all schools will focus to address CHRONIC ABSENTEEISM for foster youth across the school district; additionally, attendance liaisons at the following schools will focus efforts to contact the named subgroups, per the red performance indicators around CHRONIC ABSENTEEISM on the California Dashboard: • Brownell Middle School (2023: English Learners, Students with Disabilities; 2025: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races), • Solorsano Middle School (2023: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More	$512,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Races; 2025: 2025: English Learners, Long Term English Learners, and Students with Disabilities) • South Valley Middle School (2023: Socioeconomically Disadvantaged Students and Students with Disabilities; 2025: 2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races) • El Roble Elementary (2025: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races) • Eliot Elementary (2025: Overall School Results, Socioeconomically Disadvantaged Students, and Students of Two or More Races) • Glen View Elementary (2025: Hispanic Students) • Las Animas Elementary (2025: 2025: English Learners) • Luigi Aprea Elementary (2023: Overall School Results, Socioeconomically Disadvantaged Students, White Students, and Students of Two or More Races; 2024: English Learners, Students of Two or More Races; 2025: Students with Disabilities) • Rucker Elementary (2025: Hispanic Students)		
3.2	Behavior & Discipline	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: • 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.	$1,680,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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)	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: • 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. Continue providing 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 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 2023 California Dashboard for these student subgroups in this area; it is important to note that only Foster Youth were red on the 2024 California Dashboard; Long Term English Learners were red on the 2025 California Dashboard). 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	$848,844.00	Yes

Action #	Title	Description	Total Funds	Contributing
		address the SUSPENSION RATES of the subgroup of students at the following school sites, based on the red indicator on the California Dashboard: • Glen View Elementary (2023: Students with Disabilities; 2025: Students with Disabilities) • Brownell Middle School (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students; 2024: Long Term English Learners, Students with Disabilities, Two or More Races; 2025: English Learners, Students with Disabilities) • Christopher High School (2023: English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students) • Gilroy High School (2023: English Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities, and Students of Two or More Races; 2025: English Learners) • Mt. Madonna High School (2023: Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students; 2024: Overall, Socioeconomically Disadvantaged Students, Hispanic Students; 2025: Students with Disabilities) • 2024: Solorsano Middle School (Long Term English Learners) • South Valley Middle School (2024: English Learners, Long Term English Learners, and Students with Disabilities; 2025: Overall School Results, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Two or More Races) 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.		
3.4	3.4 Family Engagement	GUSD staff will increase parent engagement in the following manner:	$480,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 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. Continue to provide parents opportunities for leadership, advocacy, and involvement by providing events such as committees, 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. 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 (per the 2023 California Dashboard). Per the 2024 California Dashboard, only one student subgroup remains identified with the lowest performance level on this indicator: Foster Youth. The 2025 California Dashboard showed an increase in student subgroups in red on this category: All students, English Learners, Long Term English Learners, Socioeconomically Disadvantaged Students, Foster Youth, Students with Disabilities, American Indian / Alaskan Native Students, and Hispanic Students. All of 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. 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		

Action #	Title	Description	Total Funds	Contributing
		performance indicators around CHRONIC ABSENTEEISM on the California Dashboard: • El Roble Elementary (2023: Overall School Results, Students with Disabilities, White Students, and Students of Two or More Races; 2025: Overall School Results, English Learners, Socioeconomically Disadvantaged Students, Students with Disabilities, Hispanic Students, and Students of Two or More Races) • Eliot Elementary (2025: Overall School Results, Socioeconomically Disadvantaged, Students of Two or More Races) • Glen View Elementary (2023: English Learners, Unhoused Students, and Students of Two or More Races; 2025: Hispanic Students) • Las Animas Elementary (2023: 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; 2025: English Learners) • Luigi Aprea Elementary (2023: Overall School Results, Socioeconomically Disadvantaged Students, White Students, and Students of Two or More Races; 2024: English Learners, Students of Two or More Races; 2025: Students with Disabilities) • Rucker Elementary (2023: Students with Disabilities; 2025: Hispanic Students)		
3.5	3.5 Wellness	GUSD will prioritize mental health and social-emotional well-being of all students in the following manner: • 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. • b. Continue to staff social workers across the school district to support student mental health needs; having one social worker at each middle school to staff the Wellness Centers ensures GUSD can provide direct services to students through mental health and counseling services. The intent is to address Chronic Absenteeism at all three middle schools (which had improved),	$855,000.00	No

Action #	Title	Description	Total Funds	Contributing
		showing this added support was beneficial and should be continued (with the Learning Block Recovery Grant funding - as measured by Metric #s 3.1, 3.2, 3.6, 3.8, 3.9, and 3.10; 2025-26: $501,000; 2026-27: $510,000) • 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; however, there will be a change in staffing composition within Wellness Center due to expiring grant funds. • d. Provide staffing, such as a full-time social worker, for Extended Learning District Programs to support crisis, therapy, and social-emotional needs; increase services provided through mental-health providers and community based organization, as allowable through CYBH. • e. Continue services within 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. This Program Administrator for Mental Health and Wellness is intended to provide coordination and oversight of school-based mental health and wellness services to support district school sites and facilitates interagency collaboration related to these services; this individual also coordinates and oversees the development, design, and delivery of school-wide mental health and wellness interventions, programs, and trainings, and ensures the delivery of clinically-sound comprehensive programs within schools. Chronic Absenteeism has improved, and high school suspension rates have improved, showing the ongoing need for this position (with the Learning Block Recovery Grant funding - as measured by Metric #s 3.1, 3.2, 3.6, 3.8, 3.9 and 3.10; 2025-26: $250,000; 2026-27: $250,000)		

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)	(91.4% 24-25 Estimate) (82.0% 22-23 Dataquest Clear Credentials)	(93.6% 25-26 Estimate) (84.1% 23-24 Dataquest Clear Cred)	100%	+0.9% (District Estimate) -0.6% (Dataquest)
4.2	Routine Restricted Maintenance Match- LCFF Base funding - 3%	3% (23-24)	3% (24-25)	3% (25-26)	3%	No change
4.3	Williams report - No complaints regarding facilities	0 complaints (23-24)	0 complaints (24-25)	0 complaints in 25-26	0 complaints	No change
4.4	Common Core & ELD material availability	100% (23-24)	100% (24-25)	100% (25-26)	100%	No change

Goal Analysis [2025-26]

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

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

Overall, the district continues to make progress in LCAP Goal 4, reflecting the district's commitment to providing equitable and high-quality basic services. The feedback received highlights the strengths of the current initiatives while also presenting opportunities for continued growth. By embracing these opportunities, the Gilroy Unified School District can further enhance its supportive and engaging educational environment for all students and staff.

SUCCESSES:

- Standards-Aligned Textbooks: The district has effectively provided all students with standards-aligned textbooks, as shown by positive William report outcomes. Access to Common Core and ELD materials, along with teacher-created pacing guides, has enabled high-quality instruction.
- Hiring & Training Effective Staff: The district's commitment to hiring and training has led to a well-supported teaching staff and a high percentage of appropriately credentialed educators. Smaller class sizes in ELD and ALD classes have improved student progress on the English Language Proficiency Indicator (ELPI), creating a stable educational environment. We have also continued reduction in ineffective and inexperienced teachers.
- New Teacher Support: Induction programming and training on evaluation cycles have established a strong support system for new teachers.
- Facilities & Maintenance: Gilroy Unified excels in maintaining equitable and well-kept facilities, evidenced by completed projects and work orders approved by the Facilities Subcommittee, ensuring safe and engaging learning environments.

RELEVANT CHALLENGES:

- Professional Development: Targeted professional development, with expanded professional development offerings is helpful; providing specific in-class support for new teachers continues to be an area of need.
- Staff Retention: In the face of declining enrollment and budget cuts, in finding creative ways to ensure GUSD teachers have competitive salaries and robust support structures, the district can continue to cultivate a thriving workforce dedicated to student success. However, the increase in cost of living pressures and regional traffic/commuting makes things difficult.
- Resource Allocation: While most subjects are well-resourced, there is a collective aspiration to further enhance resource equity across different sites. Teachers have highlighted the importance of additional financial support for materials and technology, which will be instrumental in maintaining effective instructional practices.
- General Conditions: Community partner input has highlighted the desire for a continued commitment to reduced class sizes and streamlined administrative processes, to alleviate the burden on teachers and allow for better focus on student needs.
- Labor Market: Significant challenges remain in the current labor market, with persistent shortages with credentialed teachers in areas such as math and special education.

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

No significant material differences.

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

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 trained to support the target population has been effective.
- Based on improved progress on the ELPI, smaller class sizes for ELD and ALD classes has been effective.
- Recent increases in Special Education and Dual Immersion teacher stipends has also been an effective strategy to retain teachers to better support our low-income and English Learner students.

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. Annual survey data reveals that GUSD's existing induction program continues to receive high marks from participants. However, based on parent and administrator input, more support for new teachers could benefit those new teachers to improve student achievement. Such new support without funding and declining revenue would mean reductions to existing programs, or staff to make it happen. Newly-hired administrators continue to benefit from induction and coaching support, and the funds should continue to be used for that cause. Continued targeted professional development for paraeducators and bus drivers (with de-escalation training) has also proven effective. A new Classified Peer Mentor structure for speciality jobs has been established, and the eMbrace Employee Assistance Program has received positive feedback from GUSD 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.
- Based on community surveys, further facility investments to expand CTE programming would be appreciated; for this reason, the district is pursuing CTE facilities grants and other funding sources for such future projects.

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.

Goal 4 actions target basic services and will remain the same for 2026-27. Unrestricted Actual Expenditures will be about 88%.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Provide standards aligned textbooks to all students	GUSD will ensure high quality materials for all students in the following manner: • Continue piloting and adopting materials as determined based on prioritization and adoption cycles.	$1,680,000.00	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: • 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 • Implementing a pilot of lower class sizes in 1st grade through 3rd grade through the 2027-28 school year to provide more individualized attention to students at the lower grade levels (with the Learning Block Recovery Grant funding - as measured by Metric #s 2.1, 2.8, 2.10, 2.11, and 2.12; 2025-26: $2,181,816.56; 2026-27: $2,440,671.56; 2027-28: $2,440,673.31). • Continue to support additional FTEs at secondary level to maintain smaller class sizes for the ELD and ALD classes. • Provide Special Education and Dual Immersion teacher stipends to retain highly qualified staff to better support our low-income and English Learner students. • Piloting a District Assessment Team and provide limited release days to provide additional time for teacher planning.	$15,240,671.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	4.3 Ensure hiring of effective staff	GUSD will ensure the hiring of effective staff at all levels - certificated, classified and management	$110,000,000.00	No
4.4	4.4 Provide training and support systems for all staff	GUSD will ensure all staff have the training and support needed, in the following manner: • 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 • Continue to engage in conversations and 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.	$290,000.00	Yes
4.5	4.5 Ensure equitable and well maintained facilities	GUSD will ensure equitable and well-maintained facilities in the following manner: • The budget will maintain the 3% match to RRM (Routine Restricted Maintenance) • 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.	$5,830,000.00	No

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 2026-27 school year. These funds will continue to 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:

- All Students (2023: College and Career Readiness Indicator, Mathematics; 2024: Suspension Rates, Graduation Rates; 2025: College & Career Readiness Indicator)
- English Learners (2023 & 2024: College and Career Readiness Indicator, English Learner Progress; 2025: College & Career Readiness Indicator)
- Long Term English Learners (2024: College and Career Readiness Indicator; 2025: College & Career Readiness Indicator)
- Socioeconomically Disadvantaged Students (2023: College and Career Readiness Indicator, Mathematics, Suspension Rate; 2024: College and Career Readiness Indicator, Graduation Rate, Suspension Rate; 2025: College & Career Readiness Indicator)
- Hispanic Students (2023: College and Career Readiness Indicator, Mathematics, Suspension Rate; 2024: Suspension Rate, Graduation Rate; 2025: College & Career Readiness Indicator)
- Students with Disabilities (2023 & 2025: 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 ELs making progress on ELPAC	20.4% (2023)	18.8% (2024) LTELs -- 21.4% (2024)	42.2% (2024) LTELs -- 44.7% (2024)	40% LTELs -- 40%	+21.8%
5.2	MMHS CAASPP ELA -- Nearly Met or above	15% (2023)	21% (2024)	23% (2025)	25%	+8%
5.3	MMHS CAASPP Math -- Nearly Met or above	5% (2023) SocioEcon Disadv -- 2.6% Hispanic -- 4.4%	2.7% (2024) SocioEcon Disadv -- 1.9% Hispanic --2.9%	10% (2025) SocioEcon Disadv -- 9% Hispanic --11%	10% SocioEcon Disadv -- 10% Hispanic -- 10%	+5% SocioEcon Disadv: +6.4% Hispanic: +6.6%
5.4	MMHS College Career Indicator (CA Dashboard)	0.6% (2023) Eng Learners -- 0% SocioEcon Disadv -- 0.7% Hispanic -- 0.7%	2.8% (2024) Eng Learners -- 1.7% SocioEcon Disadv -- 2.5% Hispanic -- 3.1% LTELs -- 1.9%	0.8% (2025) Eng Learners -- 0% SocioEcon Disadv -- 0.9% Hispanic -- 0.9% LTELs -- 0%	10% Eng Learners -- 5% SocioEcon Disadv -- 10% Hispanic -- 10% LTELs -- 8%	+0.2% Eng Learners: No Change SocioEcon Disadv: +0.2% Hispanic: +0.2% LTELs: -1.9%
5.5	MMHS Suspension Rate	9.8% (2023) SocioEcon Disadv -- 10.3% Stud w/Disabilities -- 17.1% Hispanic -- 10.3%	11.2% (2024) SocioEcon Disadv -- 12% Stud w/Disabilities -- 12.5% Hispanic -- 11.3%	8% (2025) SocioEcon Disadv -- 9.4% Stud w/Disabilities -- 12.5% Hispanic -- 8.9%	5% SocioEcon Disadv -- 5% Stud w/Disabilities -- 5% Hispanic -- 5%	-1.8% SocioEcon Disadv: -0.9% Stud w/Disabilities: -4.6% Hispanic: -1.4%
5.6	MMHS Graduation Rate	67.4% (2024) SocioEcon Disadv -- 66.7% Hispanic -- 68.1%	NA	79.4% (2025) SocioEcon Disadv -- 79.5% Hispanic -- 80.4%	80% SocioEcon Disadv -- 80% Hispanic -- 80%	+12.0% SocioEcon Disadv: +12.8% Hispanic: +12.3%

Goal Analysis [2025-26]

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

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

Overall, the actions taken towards achieving Goal 5 at MMHS reflect a commitment to preparing students for their futures. While there have been successes, community partner input highlights areas for growth and additional support. By focusing on local career pathways, enhancing community engagement, and providing counseling services, MMHS can continue to build an effective framework for college and career readiness. With 5-7 students enrolling in community college classes with the initial year of a formal agreement with Gavilan College, the Equity Multiplier funds have proven beneficial in supporting MMHS's goals. Continued investment in wellness center resources and instructional technology for differentiated instruction and progress monitoring is crucial for fostering an environment that promotes student success.

OVERALL SUCCESSES:

- College & Career Readiness: Cal-SOAP services have effectively supported college and career readiness at MMHS. The Culinary Arts program has increased participation, while Gavilan College programming has seen limited student participation.
- Wellness Center: Improved suspension rates at MMHS signal that a focus on student wellness is beneficial for students at MMHS. Leveraging wellness center resources with after school programming (including PowerCafe, Culinary Arts, and Cal-SOAP) engage students on campus.

RELEVANT CHALLENGES:

- Focus on Adaptive Educational Technology: MMHS invested in IXL adaptive software instead of new Chromebooks, enhancing the identification of learning gaps and improving academic progress for students and teachers; however, IXL student use has been limited.
- Community Engagement: Positive feedback from family nights highlights the need for ongoing community engagement. Parents suggest regular updates on college readiness from school leaders to better support their children.
- Counseling Services: There is an increasing demand for counseling services. Hiring more counselors and/or providing increased therapeutic services would effectively support student well-being and needs.
- AVID implementation: Due to scheduling challenges and change in administration, an AVID elective was not offered at Mt. Madonna High School (MMHS); rather, there was a greater focus on improving dual enrollment opportunities for MMHS students.

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.

- Funds were spent in 25-26 on providing transportation for students to Gavilan College to complete dual enrollment coursework (5.1)
- Fewer funds were spent on updating educational technology; rather than spending funds on updating educational technology (hardware), funds were spent on adaptive educational technology software (IXL) to better understand student learning gaps and provide them with opportunities for practice to improve academic outcomes. The cost of the adaptive educational technology software cost much less than the overall cost originally planned. (5.2)

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

ACTION 5.1:

- Based on the increased number of students participating in the Culinary Arts program, the added CTE Culinary Arts program at MMHS has been effective.
- Based on the low number of students participating in Gavilan College programming, the partnership's impact on student graduation rates and the college and career readiness indicator is not yet apparent.
- With the change in administration and staffing, the school did not implement an AVID-based course.
- Partnering with a data-based agency to help build a foundation for college & career readiness and help measure growth was not as effective as hoped for.

ACTION 5.2:

- Rather than focusing on acquiring Chromebooks, MMHS focused on attaining software that can better inform students and their teachers of their academic progress. Based on usage reports of IXL, this has been an effective strategy.

ACTION 5.3:

- Based on student referrals to counseling and the desired request for expanded counseling at MMHS, MMHS will utilize its Equity Multiplier funds to keep a social worker at its site full-time.

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.

- Due to scheduling challenges and change in administration, an AVID elective was not offered at Mt. Madonna High School (MMHS); rather, there was and will continue to be a greater focus on improving dual enrollment opportunities for MMHS students (5.1)
- Discontinue partnership with a data-based agency to help build a foundation for college & career readiness and help measure growth (5.1)
- Investment in educational technology at MMHS will be minimized, due to limited student usage reports. (5.2)

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College and Career Readiness	MMHS will expand Career Technical Education (CTE) opportunities for its students by (1) continuing Culinary Academy elective coursework, (2) continuing to leverage Cal-SOAP and PowerCafe to support students, and	$168,960.00	No

Action #	Title	Description	Total Funds	Contributing
		(3) using experienced-based learning opportunities (such as field trips) to excite students about potential careers post graduation, (4) continuing to partner with local community college for dual enrollment, (5) provide transportation to students from MMHS to Gavilan College to provide access to in-person community college coursework These opportunities will improve the College and Career Readiness Indicator for all students (2023, 2024, 2025), English Learners (2023, 2024, 2025), Long Term English Learners (2024 & 2025), Socioeconomically Disadvantaged students (2023, 2024, 2025), and Hispanic students (2023 & 2025), who scored as “very low” on the California Dashboard.		
5.2	Instructional Technology for Differentiated Instruction	Improve students’ access to the various EdTech software licenses and personalize their learning experiences. 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 2023 California dashboard: all students, socioeconomically disadvantaged students, and Hispanic students, and English Learner Progress).	$1,000.00	No
5.3	Wellness Center Needs	Staff MMHS with social worker to provide with counseling and mental health support to students. This action will specifically address suspension rates among Socioeconomically Disadvantaged Students, Students with Disabilities, and Hispanic Students, who have had red indicators on the 2023 California Dashboard. (2024 Dashboard subgroups: Overall, Socioeconomically Disadvantaged Students, Hispanic Students; 2025: Students with disabilities)	$178,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$18,656,696	$1,074,535

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
16.085%	0.000%	$0.00	16.085%

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	**Action:** College and Career Readiness (including Career Technical Education (CTE)) **Need:**	The Cal-SOAP support for secondary schools is designed to primarily support low income and first generation college students. 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, but will look to redefine the role to improve industry partnerships. Adding in electives at the middle school level (especially through AVID) will also support students in better understanding their options in high school.	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
	The A-G Readiness of our English learners, foster youth and low income students is significantly below the All student group. **Scope:** LEA-wide		
1.2	**Action:** 1.2 Educational Technology Integration **Need:** Academic data shows that our English Learners, Long Term English Learners, and low income students are performing significantly below the All student group on the CA Dashboard, especially in the areas of math and English Language Arts. EdTech tools will personalize learning and therefore support our targeted student subgroups. **Scope:** LEA-wide	Site technology specialists will support teachers to use technology to more effectively engage socioeconomically disadvantaged students, English Learners and Long Term English Learners. Educational technology software licenses will provide equitable access and opportunities for socioeconomically disadvantaged students, English Learners and Long Term English Learners, to further personalize learning, improve critical thinking and ensure real-world engagement.	Walkthrough data will show an increase in frequency of technology in the classroom to support critical thinking, personalization of learning, and real-world engagement.
1.3	**Action:** 1.3 Evidence-Based Instructional Practices **Need:** Academic data shows that our English learners, Long Term English Learners, 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	Thinking Maps training for elementary and middle school teachers, supplemental curriculum, newly adopted math material, training for teachers to use the curriculum, and using release days for curriculum alignment will ensure we are addressing the needs of our targeted student populations.	Walkthrough tool data (evidence of standards-based teaching and alignment to the adopted curriculum), and disaggregated CAASPP ELA & Math data (including English Learners, Long Term English Learners, 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
	particularly support these students by reducing the variability of student experience. **Scope:** LEA-wide		
1.4	**Action:** 1.4 District-led Professional Learning **Need:** Academic data shows that our English learners, long term English Learners, foster youth, and low income students were 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. **Scope:** LEA-wide	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 English learners, Long Term English Learners, foster youth, and low-income students. EdServices staff will support the work of ensuring professional development inservice days are addressing our targeted populations.	Walkthrough tool - Site observations will see increased student collaboration
1.5	**Action:** 1.5 Certificated Coaching, Mentorship & Support **Need:** Academic data shows that our English learners, foster youth and low income students are performing significantly farther below the All student group. **Scope:** LEA-wide	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.	Teacher surveys will show coaching support was effective at improving their support for the targeted populations.

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
2.1	**Action:** 2.1 Equity & Inclusion **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. **Scope:** LEA-wide	Professional development opportunities will be provided that target equitable and inclusive educational practices to support our student subgroups. This professional development will be done in partnership with the Santa Clara County Office of Education.	Increase student favorability on Diversity, Equity Inclusion annual district survey, disaggregated for English learners and socio-economically disadvantaged students, and students with disabilities.
2.2	**Action:** 2.2 Assessment, Data & Accountability Systems **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.	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.	CAASPP results for math and English Language Arts, disaggregated for English Learners and Socio-economically disadvantaged students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** 2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession) **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. **Scope:** LEA-wide	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 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.	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).
3.1	**Action:** Attendance **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. **Scope:** LEA-wide	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. 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.	• 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
3.2	**Action:** Behavior & Discipline **Need:** Dashboard data shows suspension rates for Foster Youth are high, compared to all other student groups. The rates continue to be high for English Learners (especially Long Term English Learners), and low income students. These actions are being provided on an LEA-wide basis. **Scope:** LEA-wide	Staff will attend a social-emotional curriculum professional development at the secondary level, to implement that curriculum school-wide, specifically to address behavior and discipline at their sites. Additional professional development will be provided for staff to address the unique needs of Foster Youth, English Learners, and Low Income students.	• CA Dashboard for Suspension Rate, and • Monthly suspension rate report by site
3.3	**Action:** Climate and Culture (Diversity & Belonging) **Need:** The disaggregated data from surveys, county mental health and Healthy Kids results show that there is a need for continued 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. **Scope:** LEA-wide	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.	Decrease the chronic absenteeism rate and suspension rate, disaggregated for English Learners and Socio-economically disadvantaged students

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
3.4	**Action:** 3.4 Family Engagement **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. **Scope:** LEA-wide	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.	Parent survey increase percent favorable in Family-School Relationships And Chronic Absenteeism Rates for: Asian students (unduplicated) White students (unduplicated) Students of Two or More Races (unduplicated)
4.2	**Action:** 4.2 Retaining highly qualified staff to support the target populations **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	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. Recent increases in Special Education and Dual Immersion teacher stipends has also been a strategy to retain teachers to better support our low-income and English Learner students. We can also put pilot of District Assessment Team and bargained release days to provide additional time and reduce burnout.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	Increase percent of fully qualified teachers and reduction of ineffective/inexperienced teachers

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
	results of the district's LCAP survey for all community partners indicated that high quality teachers was a top priority. **Scope:** LEA-wide	accelerate language acquisition in the smaller classes.	
4.4	**Action:** 4.4 Provide training and support systems for all staff **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. **Scope:** LEA-wide	The additional support programs for new teachers and leaders in the district, supporting school staff with the competencies to support the needs of the targeted population.	Increase staff retention

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	**Action:** 2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	The ELA/ELD Administrator in conjunction with the two ELD Academic Coaches will provide training and support to site EL Monitors, PLC	English Learner Progress (ELPI) will improve from 44.4% to 60%

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: State and local assessment data shows ongoing achievement gaps for English Learners and Long Term English Learners. **Scope:** Limited to Unduplicated Student Group(s)	Implementation Specialists, and Literacy 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.	

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

N/A

Additional Concentration Grant Funding

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

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 : 32.7	1 : 29.5
Staff-to-student ratio of certificated staff providing direct services to students	1: 23	1 : 21

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$115,991,205	18,656,696	16.085%	0.000%	16.085%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,656,696.00	$128,537,839.00	$90,000.00	$1,846,954.00	$149,131,489.00	$133,051,266.00	$16,080,223.00

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	$663,914.00	$346,500.00	$210,100.00	$643,314.00	$90,000.00	$67,000.00	$1,010,414.00	
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	$245,000.00	$554,000.00	$774,000.00			$25,000.00	$799,000.00	
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	$35,000.00	$3,116,320.00	$99,000.00	$3,052,320.00			$3,151,320.00	
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	$247,850.00	$195,000.00	$415,000.00			$27,850.00	$442,850.00	
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	$1,018,564.00	$89,000.00	$317,564.00	$720,000.00		$70,000.00	$1,107,564.00	
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	$507,000.00	$349,609.00	$846,609.00	$10,000.00			$856,609.00	
2	2.2	2.2 Assessment, Data & Accountability Systems	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$247,000.00	$424,000.00	$302,000.00			$369,000.00	$671,000.00	
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	$1,148,000.00	$382,230.00	$327,000.00	$685,230.00		$518,000.00	$1,530,230.00	

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
					)											
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	$1,374,885.00	$422,404.00	$1,091,885.00	$126,500.00		$578,904.00	$1,797,289.00	
3	3.1	Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$369,538.00	$142,600.00	$424,538.00			$87,600.00	$512,138.00	
3	3.2	Behavior & Discipline	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,680,000.00	$80,000.00	$1,600,000.00			$1,680,000.00	
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	$703,844.00	$145,000.00	$213,000.00	$545,844.00		$90,000.00	$848,844.00	
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	$395,000.00	$85,600.00	$466,000.00	$1,000.00		$13,600.00	$480,600.00	
3	3.5	3.5 Wellness	All	No			All Schools	Ongoing	$855,000.00	$0.00		$855,000.00			$855,000.00	
4	4.1	4.1 Provide standards aligned textbooks to all students	All	No			All Schools	Ongoing	$0.00	$1,680,000.00		$1,680,000.00			$1,680,000.00	
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	$15,240,671.00	$0.00	$12,800,000.00	$2,440,671.00			$15,240,671.00	
4	4.3	4.3 Ensure hiring of effective staff	All	No			All Schools	Ongoing	$110,000,000.00	$0.00		$110,000,000.00			$110,000,000.00	
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	$290,000.00	$290,000.00				$290,000.00	
4	4.5	4.5 Ensure equitable and well maintained facilities	All	No			All Schools	Ongoing	$0.00	$5,830,000.00		$5,830,000.00			$5,830,000.00	
5	5.1	College and Career Readiness	All	No			Specific Schools: Mt. Madonna High School 11-12	Ongoing	$0.00	$168,960.00		$168,960.00			$168,960.00	
5	5.2	Instructional Technology for Differentiated Instruction	All	No			Specific Schools: Mt. Madonna	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School 11-12									
5	**5.3**	Wellness Center Needs	All Students with Disabilities	No			Specific Schools: Mt. Madonna High School 11-12	Ongoing	$0.00	$178,000.00		$178,000.00			$178,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$115,991,205	18,656,696	16.085%	0.000%	16.085%	$18,656,696.00	0.000%	16.085 %	**Total:**	$18,656,696.00
								LEA-wide Total:	$18,329,696.00
								Limited Total:	$327,000.00
								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	$210,100.00	
1	**1.2**	1.2 Educational Technology Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$774,000.00	
1	**1.3**	1.3 Evidence-Based Instructional Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$99,000.00	
1	**1.4**	1.4 District-led Professional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$415,000.00	
1	**1.5**	1.5 Certificated Coaching, Mentorship & Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$317,564.00	

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 (%)
2	**2.1**	2.1 Equity & Inclusion	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$846,609.00	
2	**2.2**	2.2 Assessment, Data & Accountability Systems	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$302,000.00	
2	**2.3**	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$327,000.00	
2	**2.4**	2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,091,885.00	
3	**3.1**	Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$424,538.00	
3	**3.2**	Behavior & Discipline	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$80,000.00	
3	**3.3**	Climate and Culture (Diversity & Belonging)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$213,000.00	
3	**3.4**	3.4 Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$466,000.00	
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	$12,800,000.00	
4	**4.4**	4.4 Provide training and support systems for all staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$290,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$146,141,533.56	$145,711,116.56

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**	College and Career Readiness (including Career Technical Education (CTE))	Yes	$766,325.00	$734,023
1	**1.2**	1.2 Educational Technology Integration	Yes	$752,711.00	$719,867
1	**1.3**	1.3 Evidence-Based Instructional Practices	Yes	$234,711.00	$211,918
1	**1.4**	1.4 District-led Professional Learning	Yes	$693,561.00	$411,561
1	**1.5**	1.5 Certificated Coaching, Mentorship & Support	Yes	$995,711.00	$1,015,731
2	**2.1**	2.1 Equity & Inclusion	Yes	$678,367.00	$768,167
2	**2.2**	2.2 Assessment, Data & Accountability Systems	Yes	$695,030.00	$655,214
2	**2.3**	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	Yes	$1,599,260.00	$1,585,809
2	**2.4**	2.4 Expanded Learning Opportunities (Acceleration,	Yes	$2,318,319.00	$2,370,246

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)
		Intervention, & Summer Intersession)			
3	**3.1**	Attendance	Yes	$522,209.00	$454,816
3	**3.2**	Behavior & Discipline	Yes	$1,710,303.00	$1,708,957
3	**3.3**	Climate and Culture (Diversity & Belonging)	Yes	$818,915.00	$737,029
3	**3.4**	3.4 Family Engagement	Yes	$489,671.00	$472,338
3	**3.5**	3.5 Wellness	No	$817,000.00	$816,000
4	**4.1**	4.1 Provide standards aligned textbooks to all students	No	$1,680,000.00	$1,680,000.00
4	**4.2**	4.2 Retaining highly qualified staff to support the target populations	Yes	$14,881,816.56	$14,881,816.56
4	**4.3**	4.3 Ensure hiring of effective staff	No	$110,000,000.00	$110,000,000.00
4	**4.4**	4.4 Provide training and support systems for all staff	Yes	$290,000.00	$290,000.00
4	**4.5**	4.5 Ensure equitable and well maintained facilities	No	$5,830,000.00	$5,830,000.00
5	**5.1**	College and Career Readiness	No	$188,624.00	$188,624.00
5	**5.2**	Instructional Technology for Differentiated Instruction	No	$1,000.00	$1,000.00
5	**5.3**	Wellness Center Needs	No	$178,000.00	$178,000.00

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$18,053,357	$19,570,251.00	$18,952,994.00	$617,257.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.1**	College and Career Readiness (including Career Technical Education (CTE))	Yes	$186,011.00	$153,708		
1	**1.2**	1.2 Educational Technology Integration	Yes	$727,711.00	$544,687		
1	**1.3**	1.3 Evidence-Based Instructional Practices	Yes	$168,711.00	$80,918		
1	**1.4**	1.4 District-led Professional Learning	Yes	$665,711.00	$335,560		
1	**1.5**	1.5 Certificated Coaching, Mentorship & Support	Yes	$335,711.00	$355,731		
2	**2.1**	2.1 Equity & Inclusion	Yes	$568,367.00	$653,167		
2	**2.2**	2.2 Assessment, Data & Accountability Systems	Yes	$326,030.00	$286,214		
2	**2.3**	2.3 Language & Literacy for Multilingual Learners (MLLs / ELLs)	Yes	$671,030.00	$621,079		
2	**2.4**	2.4 Expanded Learning Opportunities (Acceleration, Intervention, & Summer Intersession)	Yes	$1,397,915.00	$1,500,086		

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**	Attendance	Yes	$434,609.00	$367,216		
3	**3.2**	Behavior & Discipline	Yes	$110,303.00	$108,956		
3	**3.3**	Climate and Culture (Diversity & Belonging)	Yes	$513,071.00	$405,934		
3	**3.4**	3.4 Family Engagement	Yes	$475,071.00	$457,738		
4	**4.2**	4.2 Retaining highly qualified staff to support the target populations	Yes	$12,700,000.00	$12,792,000		
4	**4.4**	4.4 Provide training and support systems for all staff	Yes	$290,000.00	$290,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$111,555,926	$18,053,357	0.751%	16.934%	$18,952,994.00	0.000%	16.990%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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