

LCFF Budget Overview for Parents

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

CDS Code: 19-64568

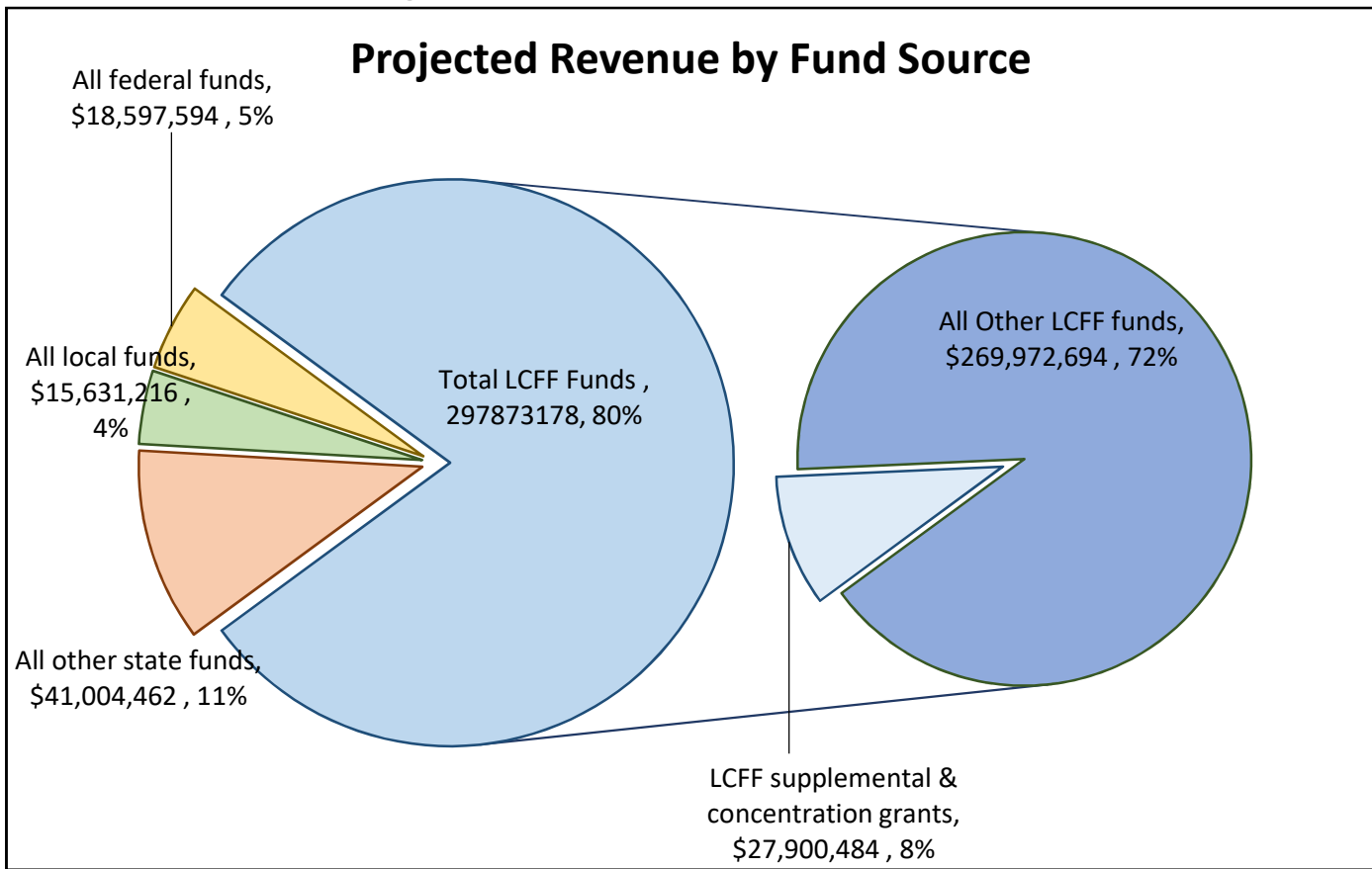
School Year: 2023-24

LEA contact information: Craig Larimer

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 2023-24 School Year

Projected Revenue by Fund Source

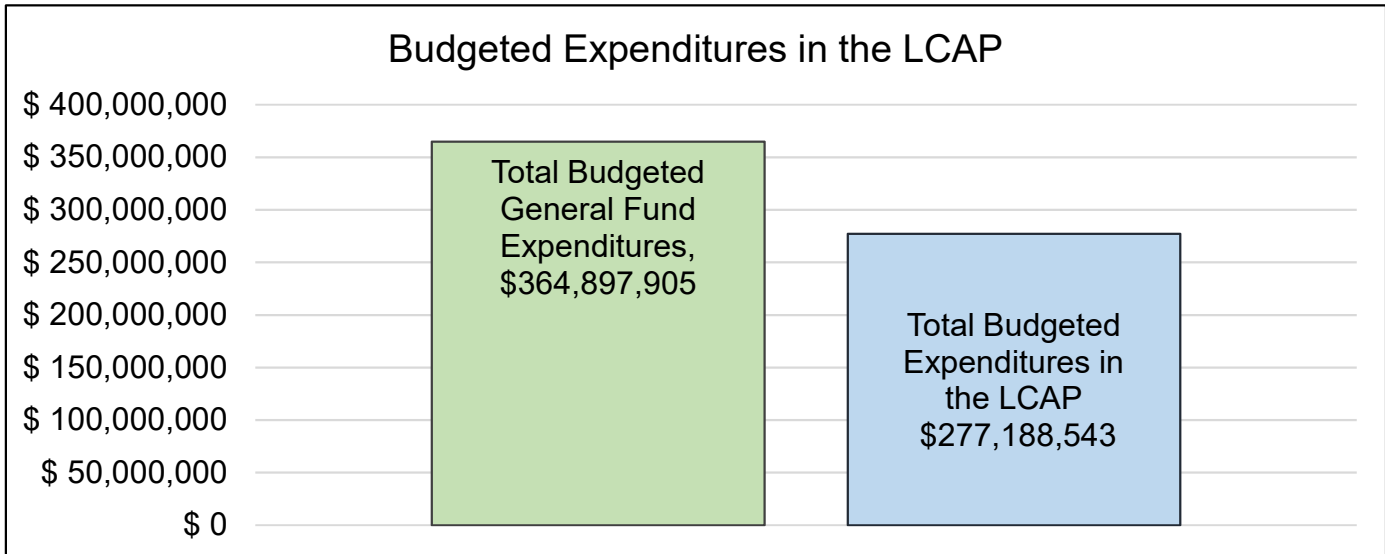


This chart shows the total general purpose revenue Glendale Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glendale Unified School District is \$373,106,450.00, of which \$297,873,178.00 is Local Control Funding Formula (LCFF), \$41,004,462.00 is other state funds, \$15,631,216.00 is local funds, and \$18,597,594.00 is federal funds. Of the \$297,873,178.00 in LCFF Funds, \$27,900,484.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Glendale Unified School District plans to spend for 2023-24. 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: Glendale Unified School District plans to spend \$364,897,905.00 for the 2023-24 school year. Of that amount, \$277,188,543.00 is tied to actions/services in the LCAP and \$87,709,362.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Program expenditures of significance not included in the LCAP are Title I, Part A (Federal funds to close the achievement gap); Title II, Part A: Teacher Quality (Federal funds to increase student academic achievement by improving teacher & administrative quality and effectiveness through professional development and reduce class size); Title III, Part A (Federal funds to provide supplementary services to English learners so as to achieve high levels in academic subjects and standards); Title IV, Part A (Federal funds to provide all students access to a well-rounded education through improvement of school conditions for learning and use of technology so as to improve academic achievement and digital literacy); Medi-Cal; Restricted Lottery Materials; Early Education; Restricted Local; Administration; COVID Programs (ESSER III, Expanded Learning Opportunity, In-Person Instruction Grant, American Rescue Plan Programs); California Partnership Academy Grants (Science, Construction, Cosmetology); Local School Site Donations Program; Glendale Educational Foundation Donations to School Sites; Medi-Cal LEA Billing Programs; and Medical Administrative Activities.

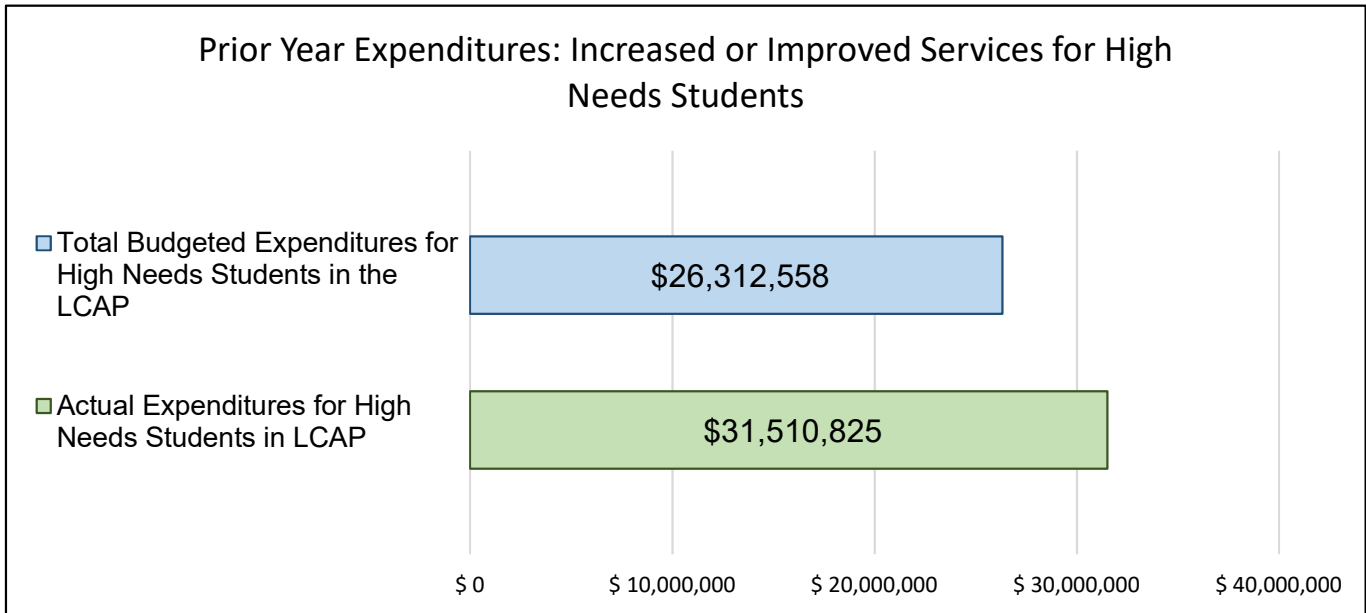
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Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Glendale Unified School District is projecting it will receive \$27,900,484.00 based on the enrollment of foster youth, English learner, and low-income students. Glendale Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Glendale Unified School District plans to spend \$30,621,934.00 towards meeting this requirement, as described in the LCAP.

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Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Glendale 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 Glendale 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 2022-23, Glendale Unified School District's LCAP budgeted \$26,312,558.00 for planned actions to increase or improve services for high needs students. Glendale Unified School District actually spent \$31,510,825.00 for actions to increase or improve services for high needs students in 2022-23.

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
Glendale Unified	Dr. Oscar Macias Director of Equity, Access, and Family Engagement	omacias@gusd.net 818-241-3111

Plan Summary 2023-2024

General Information

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

Glendale Unified School District (GUSD) is a diverse district serving approximately 25,400 students in preschool through 12th grade at 32 different schools: four high schools; one continuation high school; four middle schools; 20 elementary schools; seven preschools; one K-12 independent study school; and one school for students with special needs, which includes a community transition program and an early preschool. Approximately 7,500 high school students, 4,400 middle school students, and 13,500 elementary school students attend GUSD schools. GUSD is a diverse school district that welcomes students and families from all over the world. GUSD students come from a wide range of ethnic, cultural, and socio-economic backgrounds and speak 42 different languages. GUSD students are 62.3% Caucasian (includes Armenian, European and Middle Eastern), 19.3% Hispanic/Latino, 12.3% Asian, 4.3% Filipino, 1.4% African American, 0.2% American Indian, and 0.2% Pacific Islander. In GUSD, 42 languages are spoken with the top four being English, Armenian, Spanish, and Korean. Approximately 42% of GUSD students are considered socioeconomically disadvantaged and 20.8% are English Learners.

GUSD has a history of success. Nine GUSD schools have earned the U.S. Office of Education’s highest designation, the National Blue Ribbon. Additionally, 26 GUSD schools have been recognized as California Distinguished Schools. Dunsmore Elementary, Fremont Elementary, Monte Vista Elementary, Mountain Avenue Elementary, and Valley View Elementary were recognized as the 2023 California Distinguished Schools by the California Department of Education. 17 of the District’s 18 Title I schools have been named Title I Achieving Schools. Horace Mann Elementary was selected as a 2020 Best Urban School by the National Center for Urban School Transformation (NCUST). The award recognizes schools that serve predominantly low income students and exceed several performance indicators, including excellent achievement scores, high attendance rates, low suspension rates, and high graduation rates for every demographic group of students. Mann Elementary was one of only 16 schools nationwide and the only school in Los Angeles County to receive this honor. GUSD schools are regularly named to the Educational Results Partnership (ERP) Honor Roll as Star and Scholar schools. GUSD is one of only seven public school districts in California to be recognized as an ERP Honor Roll District all six years the award has been given. All four GUSD high schools are consistently ranked among America's Best High Schools by U.S. News & World Report. Clark Magnet High School and Benjamin Franklin Elementary School have been recognized as California Green Ribbon Schools, and Clark Magnet has been named a U.S. Department of Education Green Ribbon School for innovative sustainability education. GUSD schools have earned one Gold Medal, 27 Silver Medals, and three Bronze Medals for PBIS implementation. The District earned a 2020 CSBA Golden Bell Award for its One Glendale After-School Youth Sports Program, a collaboration with the City of Glendale to improve health and wellness in under-served communities, and a 2021 CSBA Golden Bell for innovative community engagement strategies for the district's Student Voice Panels.

The Glendale Unified School District and 26 GUSD schools have been honored with 2022 Pivotal Practice Awards from the California Department of Education (CDE). The California Pivotal Practice (CAPP) Award Program was developed in 2022 to temporarily replace the California Distinguished Schools Program. It celebrates schools

and districts that implemented innovative practices during the 2020-21 school year, when California required schools to offer distance learning due to the COVID-19 pandemic. The CDE recognized 727 schools and 121 school districts statewide for excellence in supporting students in four target areas: student engagement, distribution of technology, nutrition services, and social emotional well-being of students. Glendale Unified was honored at the district level, and 26 GUSD schools received a CAPP recognition: Balboa, Cerritos, Columbus, Franklin, Fremont, Glenoaks, Jefferson, Keppel, La Crescenta, Lincoln, Mann, Marshall, Monte Vista, Mountain Avenue, Muir, Valley View, Verdugo Woodlands, and R.D. White Elementary Schools; Roosevelt, Rosemont, Toll, and Wilson Middle Schools; Clark Magnet, Crescenta Valley, and Hoover High Schools; and Verdugo Academy independent study program.

GUSD proudly offers dual immersion programs in seven languages, Armenian, French, German, Italian, Japanese, Korean, and Spanish, beginning in kindergarten. The GUSD Foreign Language Academies of Glendale dual immersion program received a CSBA Golden Bell Award in 2019. GUSD also offers six magnet schools focused on technology, world languages, and visual and performing arts, and extensive middle and high school Career and Technical Education (CTE) programs to prepare students for success in college, career, and life. The District's 27 industry-aligned CTE pathways include the following 12 Industry Sectors: Arts, Media and Entertainment, Fashion and Interior Design, Business and Finance, Education, Child Development and Family Services, Hospitality, Tourism and Recreation, Building and Construction Trades, Health, Science and Medical Technology, Information and Communication Technologies, Engineering and Architecture, Manufacturing and Product Development, Transportation, and Public Services. Through a collaborative partnership with Glendale Community College, GUSD offers students multiple opportunities to earn college credit before they graduate from high school, including the Early College Academy at Hoover High, the Cloud Computing and Computer Science Academy at Glendale High, and the innovative Online College and Career Academy virtual high school that launched in fall 2021.

GUSD embraces diversity, focuses on equity, and guarantees safety to accelerate learning and increase pathways for every student. The District's track record of success is attributed to the hard work of talented education professionals and strong support from highly engaged families and community leaders. GUSD administrators, teachers, and staff are relentlessly focused on maximizing student achievement, fostering students' social and emotional growth, and creating a vibrant, inclusive environment where all children can learn and thrive. The District's motto remains, "preparing our students for their future."

GUSD is committed to utilizing the LCAP as the District's 2021-2024 strategic plan.

The Glendale Unified Board of Education has affirmed its commitment to the essential priorities of improving student achievement and maintaining a safe learning environment. The Board recognizes that improving student achievement is a comprehensive TK-12 effort, which encompasses all student groups and subject areas, and that maintaining a safe, orderly learning environment is critical to student success.

Board of Education Priorities

Priority 1: Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust in-person and independent study learning programs.
- Accelerate learning and improve attendance and engagement.

Priority 2: Foster a Positive Culture of Learning

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase school connectedness for students, parents, and families.

Priority 3: Ensure the Health and Safety of Students and Employees

- Strengthen mental health support and programs.
- Ensure best practices for safe and healthy learning environments.
- Support physical, social, and emotional wellbeing.

Priority 4: Maintain District Financial Responsibility

- Ensure the fiscal health of the district.
- Implement a fiscal plan to preserve the district resources.
- Plan for the district's future educational and facility needs.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Glendale Unified plans to maintain and build upon our success. As we reevaluate our actions and services and the feedback from our educational partners, we are committed to continuing with actions and services that yield positive quantitative and qualitative results.

Looking historically at our data, we have made progress in several areas as evidenced by our metrics. A review of the local data and the California School Dashboard reveals much success within Glendale Unified under all three of our LCAP goals. A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data is described below:

Goal 1 - Maximize Student Achievement: Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.

Successes in Goal 1

- All goals and actions implemented as specified in the plan
- 5 GUSD schools were recognized as 2023 California Distinguished Schools by the California Department of Education.
- Graduation rate for 2022 up to 94.1% from 91.7%
- Percent of Graduates who met A-G requirements for University of California / California State University Schools is 62%, up from 55% in 2021.
- AP Test Pass Rate at 67%, up from 57% in 2021.
- All schools providing Tier I & II academic support during school day and after school.
- Implementation of Standards using the LCAP self-reflection average up to 3.73/5 from 3.69
- Block schedules developed at secondary and 7-period day changes beneficial for ELs, Low Income, and Foster Youth because the added period enables additional elective opportunities and engagement in courses that build connections to school community.

Goal 2 - Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.

Successes in Goal 2

All goals and actions implemented as specified in the plan

Per Survey feedback

- % of parents who express satisfaction with their opportunities to participate in decision making processes and programs: 69% favorable, up from 65.7%
- to participate in training to support student learning: 59% favorable, up from 55.8%
- to be informed of their child's progress: 85% favorable, up from 81.8%
- Sense of Safety: Parents: 76.2% favorable; Students: 64% favorable (4-5), 55% favorable (6th +); Staff: 71% favorable
- Sense of Connectedness: Parents: 71.4% favorable; Students: 63% favorable (4-5), 42% favorable (6th +); Staff: 70.4% favorable
- Student Wellness Services has provided these services for foster youth and referred families:
Uniform/Clothing/Shoes - 142 students; Food - 134 students; Tutoring - 31 students;
School Supplies - 174 students; Transportation - 47 students

Goal 3 - Ensure the Health and Safety of Students and Employees: Students will receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Successes in Goal 3

- All goals and actions implemented as specified in the plan
- Fully credentialed and appropriate assigned teachers: 96% (1198 teachers)

- Access to standards-aligned instructional materials: 100%
- Percentage of schools in "good repair" (Facility Inspection Tool - FIT): 96.7%
- Wellness Centers at each secondary school and one elementary school.
- Raptor Technologies system implementation
- Hazel Health (a LACOE contracted therapy service) will be available to provide telehealth opportunities for students whose parents/ guardians refer for services (parent/guardian permission required).
- Student Voice Panels - The panel included a diverse group of students from each high school that discussed and shared ideas/concerns most important to the Glendale Unified Students.

GUSD, reviewed student performance data on state indicators, local performance indicators included in the Dashboard, progress made toward LCAP goals, local self-assessment tools, as well as input received from educational partners to identify overall progress made, specific areas of success as well as identify plans for continued growth and development.

Priority One: Basic (Conditions of Learning)

Priority Two: State Standards (Conditions of Learning)

Priority Three: Parental Involvement (Engagement)

Priority Four: Pupil Achievement (Pupil Outcomes)

Priority Five: Pupil Engagement (Engagement)

Priority Six: School Climate (Engagement)

Priority Seven: Course Access (Conditions of Learning)

Priority Eight: Other Pupil Outcomes (Pupil Outcomes)

Priorities 4, 5, and 8 captured via State Indicators. Priority 4 via the English Learner Progress and Academic Indicator (CAASPP), Priority 5 via Chronic Absence and Graduation Rate and Priority 8 via the College & Career Indicator.

PRIORITY ONE : BASIC (CONDITIONS OF LEARNING)

- Providing all students access to fully credential teachers
 - Instructional materials aligned with state standards
 - Safe, well maintained school facilities
- GUSD met this standard

PRIORITY TWO: STATE STANDARDS (CONDITIONS OF LEARNING)

- School programs/services enable all students, including English learners to access California's academic standards
- GUSD has met this standard.

PRIORITY THREE: PARENTAL INVOLVEMENT(ENGAGEMENT) and PRIORITY FIVE: PUPIL ENGAGEMENT (ENGAGEMENT) and PRIORITY SIX: SCHOOL CLIMATE(ENGAGEMENT)

- Efforts by district to seek input from all parents and engage parents in decision making as well promoting parent participation in programs targeted for the needs of students
 - Providing engaging programs and course work that keeps students in school
 - Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness.GUSD has met this goal.
- GUSD has met this standard

PRIORITY SEVEN : COURSE ACCESS

- Ensuring that all students have access to a broad course of study in all required subject areas including: math, science, visual and performing arts, health, P.E., and CTE, that prepare them for college and careers.
- GUSD met this standard.

Another success for GUSD during the 2022 - 2023 came in the form of receiving a 7.1 million-dollar California Community Schools Partnership Program (CCSPP)

Implementation Grant to fund community outreach and support at Cerritos Columbus, Jefferson, Mann, and Marshall Elementary Schools. The community schools strategy transforms a school into a place where educators, local community members, families, and students work together to provide resources that strengthen conditions for student learning and healthy development.

In 2022, GUSD received a \$200,000 CCSPP Planning Grant to conduct a comprehensive needs assessment at each school. Over the past year, school and district leaders held listening sessions and collected surveys from students, staff, and parents/guardians to determine what programs and services they would like to see at their school. With this new implementation grant, a district-level coordinator will be hired to assist the five schools in implementing their grant activities and each school site will have a dedicated community schools teacher specialist to provide direct support for students, families and staff.

Another area of success was GUSD's during 2022-23 was to focus on equity, access and family engagement. GUSD was awarded an Anti-bias Education Grant from CDE. GUSD is working with Institute for Student Empowerment to establish a Collective Impact Initiative in Fall 2023 to include administrators, teachers, counselors, teacher specialists, parents/guardians, students, and community partners to build a shared understanding of change needed and align resources towards a plan of action. Recommendations will guide the project implementation for the next 2-3 years focusing on two goals: to increase students' and community capacity for cultural humility, inclusion, and celebration of diversity; and to create a shared understanding of the vitality of a community that understands and champions equity and inclusion. In addition to previously mentioned efforts, GUSD believes that a key to improving the engagement of underrepresented families is by enthusiastically engaging students. GUSD has used Student Voice panels and Student Senate meetings to get input from students on how to increase their personal engagement and the engagement of their families.

GUSD's anti-bias work also includes the Learning Together Initiative which includes professional development, family engagement and a youth asset-building program to supplement the work of external partners with district-developed learning opportunities. Cultural humility and harmony are achievable if the entire community, not just educators, are well-versed in anti-bias, anti-racist, and culturally inclusive pedagogies. GUSD expects to see material improvement in results on multiple metrics displayed in a district dashboard, including the GUSD Culture Survey, the Panorama socioemotional survey, the CA Healthy Kids Survey, the number of major and minor behavior incidents, attendance and chronic absenteeism rates, and math and English language arts proficiency rates. Since the issues are both school- and community-based, the solutions are wide-ranging.

In order to maintain and build upon the successes that GUSD saw in the 2022 - 2023 school year, GUSD plans to maintain all goals and actions as presented from the 2022 - 2023 LCAP in drafting the 2023 - 2024 LCAP.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2022-2023 school year was met with some challenges. Our staff worked to meet the individual needs of our students. We witnessed the impact of the high rating of chronic absenteeism in 2021-2022 due to quarantining restrictions. The wide range of academic performance as well as the increase in social-emotional needs has helped provide a focus for our staff. 2022 CA Dashboard data also showed that there needs to be significant improvement for the following student groups in these specific areas. Looking at our data, we have identified the following significant areas of need:

Foster Youth (FOS) -

- Suspension (3 levels below "all student" performance)
- ELA performance (3 levels below "all student" performance)
- Math performance (3 levels below "all student performance.")

English Learners (EL) -

- ELA performance (2 levels below "all student" performance)

Homeless (HOM) -

ELA performance (2 levels below "all student" performance)

Students with Disabilities (SWD) -

Graduation rate (2 levels below "all student" performance)

ELA performance (3 levels below "all student" performance)

Math performance (3 levels below "all student" performance)

African American (AA) -

Suspension (2 levels below "all student" performance)

ELA performance (2 levels below "all student" performance)

Hispanic (HI) -

ELA performance - (2 levels below "all student" performance)

There is a need to address all of these indicators to ensure continued student success. The local assessment and survey results help determine the successes and the continued areas of need. The Spring 2023 administration of the Panorama socioemotional survey reveals areas of need. For 4th and 5th graders, the percentage of students who responded favorably to each topic are as follows:

Emotion Regulation: 44% favorable

Growth Mindset: 62% favorable

Self-Efficacy: 61% favorable

Sense of Belonging (connectedness): 63% favorable

Social Awareness: 67% favorable

School Safety: 64% favorable

The main area of focus identified by this data is in the area of Emotion Regulation.

For 6th and up, the percentage of students who responded favorably to each topic are as follows:

Emotion Regulation: 50% favorable)

Growth Mindset: 55% favorable

Self-Efficacy: 54% favorable

Sense of Belonging (connectedness): 42% favorable

Social Awareness: 62% favorable

School Safety: 55% favorable

The main area of focus identified by this data is in the area of Sense of Belonging.

In order to address the above student group indicators and performance levels, GUSD has taken the following steps by department:

The Student Wellness Services department resumed its efforts to monitor absenteeism and provide support as needed, especially for low income, foster, and homeless student groups. Specific initiatives established shortly before distance learning are now being implemented to ensure student success. For the 2022-23 school year, the Student Wellness Services department assigned at least one licensed therapist or an associate to each school to address the needs of all students. In addition, each school has been assigned two full days of mental health intern. At the district office the department has designated two full time school counselors with PPS credential with attendance clerks to support them on a daily basis. The SWS department serves all GUSD students with mental health, parent engagement, attendance monitoring and making sure our students are connected to at least one adult at GUSD. The Homeless and Foster youth counselor contacts all families for an intake. Each family completes an assessment form and based on the needs indicated by the family support has been provided. Some of the supports provided by the district are: tutoring services, access to food pantry, shoes, school uniforms, counseling and housing or employment referrals. During the intake the counselor exchanges her contact information with the family. Each week the SWS department runs a report on attendance and the team starts contacting families that have excessive absences. The counselor assigned to our Foster and Homeless Youth runs separate data reports on attendance and monitors them closely. Students with multiple absences are contacted and if further resources are needed are provided. The district team works very closely with the site administrator and the academic counselor to make sure students are engaged and stay connected. Every five weeks the parents are contacted and an update is provided. If students are showing improvement in attendance, grades and engagement, students are rewarded. If a student doesn't show improvement or a decline in attendance, engagement or grades the family is invited to SART,

SARB or an SST meeting to determine the cause and provide further support. Weekly check-ins with the student at the school site will be provided by mental health interns to make sure the student remains connected and engaged.

The Student Services department will identify patterns in suspension data to develop supports to reduce the number of suspensions and will monitor progress. During the course of the school year, school administrators review the suspension and discipline data monthly/quarterly and meet with their PBIS team to discuss patterns and areas that need to be addressed. Based on their findings, the team implements targeted intervention and supports students who are experiencing challenging situations. The targeted support helps students learn how to address challenging situations correctly and in return behavior and suspension will be reduced. If and when a student is in need of ongoing support, the site administrator and or designee offer the student counseling services with parental approval, through counseling interns or district social and emotional counselors. Ultimately GUSD's goal is to support all students in making positive behavioral choices and have them in the classroom learning. At the secondary school level, educational partners, parents, staff and students, indicated that more support was needed to ensure that staff are adequately trained and students are supported in the areas of Trauma-informed teaching, Restorative Justice and Practices, Nonviolent Crisis Intervention, Positive Behavior Interventions and Supports (PBIS) and Social-emotional teaching and learning. To address these needs, the plan is to hire a Wellness Facilitator assigned at every secondary school to be a resource to parents, staff, and students, that will meet regularly with site administrators and PBIS Teams, assist teachers with the wellness and social emotional integration within a lesson and content learning, assist in the planning, development, assist in implementation of health and wellness activities, provide guidance and advice to staff and students, and reinforce PBIS components and activities at the school site and in the classroom.

The Teaching and Learning (T&L) department continues to provide professional development and instructional support to build proficiency in English Language Arts and Mathematics (which in turn will impact the College Career Indicator) and specifically for each student group listed. Training on grading practices and additional offerings to get course credit will address the graduation rate and college readiness. The T&L Department is facilitating professional development opportunities that focus on the following strands with initial and follow-up training throughout the year so that teachers are provided ongoing support to increase the depth of understanding for effective implementation in the classroom:

- Supporting English Learners across content areas: specific instructional strategies to help teachers in providing instruction that allows the students to most effectively access the content across subjects, and for the secondary students to make progress and complete the a-g requirements
- Examining and aligning grading practices and student motivation: expanding staff's knowledge in this area through a book study using Joe Feldman's Grading for Equity, and providing follow up workshops to deepen understanding and align grading practices across subjects and grade levels.
- Effective integration of technology to enhance learning: training all teachers on the implementation of the SAMR model to utilize technology as a tool that enhances instructional practices and deepens student learning, and providing edtech training and ongoing support for the applications teachers use most (Nearpod, Newsela, Listenwise, SeeSaw).
- Ensure culturally responsive and relevant instruction: provide opportunities and training on the implementation of multilingual and multicultural education, including anti-bias/anti-racist training.
- Social Emotional Learning to include training on Trauma Informed and Restorative Practices
- Ongoing support for content area support in History-Social Science, Science, Math and ELA/ELD
- Site based coaching, collaboration, training and support for Schools on the Move Action Plans
- Targeted Math/Science specialty trainings to prepare teachers and students for yearly CAST assessments
- Collaborative planning workshops to build units of study for newly adopted novels for the secondary ELA classrooms
- Targeted training for all TK teachers in their two curricula: Frogstreet, Handwriting without Tears, as well as coaching and instructional support to co-teaching teams,
- Pop up, after-school, and summer training for teachers of gifted and talented students.

All teachers have opportunities for training and their training will benefit all student groups with specific benefit to low income, English learners, and foster youth, who will benefit from many of the training offered to teachers in creating school and classroom environments to better meet their social-emotional and academic needs.

The Special Education Department in collaboration with general education continues to address the significant disproportionality in the over identification of Hispanic students as having a specific learning disability (SLD). In the 2022-2023 Comprehensive Coordinated Early Intervening Services Plan (CCEIS), targeted interventions are provided at 4 elementary schools with GUSD's highest Hispanic populations through the CCEIS Programmatic Improvement Action Plan. The following steps continue to be taken to address Glendale's significant disproportionality in the over-identification of Hispanic students in the area of specific learning disabilities (SLD). Approximately, 62% of ALL Hispanic students identified as SLD are English Learners. Four elementary schools were selected with a high English Learner population to address the root causes and develop support plans to include outcomes/actions and activities. Specific psychologists have been trained and assigned to conduct bilingual assessments for Culturally and Linguistically Diverse students to more appropriately determine language acquisition issues vs. a learning disability.

Cerritos - 77% - Total Hispanic 11 - HISP-EL-SPED/3 HISP EL SLD = 27% 52 - HIS-SPED/6 SLD HIS = 11%
Edison - 92% - Total Hispanic 12 - HISP-EL-SPED/7 HISP EL SLD = 58% 37 - HIS-SPED/15 SLD HIS = 41%
Franklin - 75% - Total Hispanic 7 - HISP-EL-SPED/4 HISP EL SLD = 57% 22 HIS SPED/13 SLD HIS = 59%
Glenoaks - 40% - Total Hispanic 4 - HISP-EL-SPED/2 HISP EL SLD = 50% 17 HIS SPED/5 SLD HIS = 29%

Data shows that the majority of students increase academically at all levels after participation in this intervention. In an effort to support English Learners, the school psychologists, in collaboration with other educational partners, have revamped the assessment procedures for students who are English Learners to address the culturally and linguistically diverse areas that may be impacting students over achievement and over-identification. This new procedure was implemented in the 2021-2022 school year and is monitored for effectiveness. It continued in 2022 - 2023 and will continue in 2023 - 2024.

Glendale Unified continues to address the disproportionality in identification of special education students in 11 of our schools (5 from last year and 6 from this year) through the Comprehensive Coordinated Early Intervening Services (CCEIS) Programmatic Improvement Action Plan. The following steps continue to be taken to address Glendale's significant disproportionality in the over-identification of Hispanic students in the area of specific learning disabilities (SLD).

Lastly, the California Department of Education published a list of schools that met the criteria for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) in 2022 - 2023. For Glendale Unified, the following schools met the criteria for CSI:

Daily High School - Comprehensive Support and Improvement (CSI) for Low Graduation Rate.

In California, schools that are not eligible for CSI are identified for ATSI if they have one or more student groups that meet the same criteria used to determine CSI—Low Performing schools for two consecutive years.

For Glendale Unified, the following schools met the criteria for ATSI:

Glendale High - Students with Disabilities (SWD)
Hoover High - Students with Disabilities (SWD) and Homeless (HOM)
Verdugo Academy - Students with Disabilities (SWD)
Cerritos Elementary - Students with Disabilities (SWD) and Filipino (FI)
Columbus Elementary - Students with Disabilities (SWD)
Thomas Jefferson Elementary - Students with Disabilities (SWD) and Homeless (HOM)
La Crescenta Elementary - Students with Disabilities (SWD)
Horace Mann Elementary - Homeless (HOM)
John Marshall Elementary - Students with Disabilities (SWD) and Homeless (HOM)
John Muir Elementary - Students with Disabilities (SWD)
Theodore Roosevelt Middle School - Students with Disabilities (SWD)
Eleanor J. Toll Middle School - Students with Disabilities (SWD) and Homeless (HOM)
Woodrow Wilson Middle School - Students with Disabilities (SWD)
College View - Students with Disabilities (SWD)

Each school listed above will incorporate their ATSI planning in each current School Plan for Student Achievement (SPSA).

Each SPSA will include:

- Comprehensive needs assessment taking into account information on the achievement of students, particularly the needs of those who are failing, or at-risk of failing, to meet the standards
- Description of the strategies and expenditures that will be used to meet the identified needs, including any student groups for which the school was identified
- How the strategies will address the needs of students to meet the standards and strengthen the academic program

Additionally, each plan will include: all dashboard indicators, evidence-based interventions, and will identify resource inequities.

GUSD is eligible for Differentiated Assistance (DA) because one or more eligible student groups received Very Low in two or more Priority Areas in 2022 - 2023. Differentiated Assistance (DA) will be offered/supported by the Los Angeles County Office of Education (LACOE). Services provided by LACOE will help GUSD address identified performance issues, including significant disparities in performance among student groups. This work will include identifying our strengths and weaknesses in regard to the state priorities. This will include working collaboratively to review performance data on the state and local indicators included in the California School Dashboard and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.

The student groups and priority areas are:

Foster Youth:

Pupil Engagement - Chronic Absenteeism
School Climate - Suspension Rate
Pupil Achievement - CAASPP Results

Students w/Disabilities:

Pupil Engagement - Chronic Absenteeism
Pupil Achievement - CAASPP Results ELA and Math

English Learners:

Pupil Achievement - CAASPP Results ELA

Homeless:

Pupil Achievement - CAASPP Results ELA

African American:

Pupil Achievement - CAASPP Results ELA
School Climate - Suspension Rate

Creating a positive culture of learning is a priority for GUSD and also is a major strategy in reducing suspensions of students. In order to address suspension rates in identified student groups, GUSD plans to collect and analyze data, provide professional development for administrators and teachers, further our restorative practices and PBIS work at school sites, and continue with culturally relevant teaching.

GUSD will continue to work towards our goals of improving academic results of student groups identified above.

While the district has emerged from the COVID crisis, improving attendance and decreasing chronic absenteeism continue to be a priority and present a challenge.

GUSD will integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs (to address concerns of food insecurity), after school programs, programs to address student trauma, truancy/attendance programs, and referrals for support for family or student needs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

It is with intent that the Glendale School Board of Education, LCAP goals, all School Plans for Student Achievement are all aligned. This intent has created a GUSD Roadmap to Success for Educating the Whole Child.

GUSD believes that the most effective way to provide opportunities to unduplicated student groups is through the following priorities. and the LCAP Plan addresses the priorities through the actions and metrics described in this plan.

State of California Priorities:

Priority One: Basic (Conditions of Learning)

- Priority Two: State Standards (Conditions of Learning)
- Priority Three: Parental Involvement (Engagement)
- Priority Four: Pupil Achievement (Pupil Outcomes)
- Priority Five: Pupil Engagement (Engagement)
- Priority Six: School Climate (Engagement)
- Priority Seven: Course Access (Conditions of Learning)
- Priority Eight: Other Pupil Outcomes (Pupil Outcomes)

GUSD has adopted the whole child approach that drives the work of the school district. In this effort, the District focuses its efforts on the following three goals:

Goal 1: Maximize Student Achievement: Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.

Goal 2: Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.

Goal 3: Ensure the Health and Safety of Students and Employees: Students will receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

Evidence-based effective instruction is addressed throughout Goal 1 in all Actions (1-21) through specific steps around effective core instruction paired with quality targeted professional development, college, career, and life readiness programs and services, carefully designed and evidence-based instructional and intervention supports for students groups, extracurricular and expanded learning opportunities, supports specific to elementary and secondary students, instructional technology support, and dual language immersion programs. In each action, specific metrics are used to inform planning, implementation, and updated steps. All of these actions support Goal 1's focus on maximizing student achievement, which states that students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.

Comprehensive social emotional learning support is addressed throughout Goal 2, particularly through the comprehensive services offered through the Student Wellness Services Department, the use of PBIS and restorative justice, family engagement support and initiatives, health and wellness services, and guidance and counseling. All of these actions support Goal 2's focus on fostering a positive culture of learning, which states that schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.

The actions in Goal 3 focus on having 100% of teachers fully credentialed and appropriately assigned, including administrators and support staff, providing high-quality instructional materials and will remain Williams compliant, maintaining clean and safe school facilities with particular sensitivity to the pandemic through its Facility and Support Operations (FASO) department and through campus security guards, and guiding the implementation of all the health services across the district, ensuring that the school nurses are provided with the proper training and support to serve students and families. These actions support Goal 3, which focuses on ensuring students succeed and are prepared for postsecondary opportunities, they must have highly effective teachers, instructional materials that are aligned to the Common Core State Standards, and school facilities that are well-maintained.

GUSD strives to ensure that student outcomes reflect success for all students, where every student has access to high quality evidence based core instruction, and is supported through acceleration and intervention strategies based on needs identified through ongoing assessment and monitoring. GUSD's comprehensive social emotional learning is a collaborative effort between the district, schools, and the community, to establish a learning environment that is inclusive and culturally relevant and responsive. Through implementation of a multi-tiered system of support, students learn and thrive academically and social emotionally.

GUSD's commitment to preparing students for college, career, and life readiness is evidenced in the programs offered to students, including the many CTE pathways, the partnership with institutions of higher education, and the dual enrollment opportunities. The intentional focus on these areas is an outcome of the educational partner input, and leads to a comprehensive system that serves the needs of the whole child.

In the 2023 - 2024 school year, GUSD is estimated to receive \$27,900,484 in supplemental funds based on unduplicated pupil counts (low income, Foster Youth, and English learners). This equates to 9.37% of increased and improved services. These funds will be expended to attain our goals and actions described below, as contributing to improved and increased services principally directed toward GUSD's low income, Foster Youth, and English Learner students.

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.

Allan F. Daily Continuation High School

Support for Identified Schools

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

In consultation with the LEA, Daily High Schools' administration team and school site council, Daily's ILT, a needs assessment was conducted to identify students who were not able to graduate and to determine barriers that prevented them from graduating in the past two years. The task force also assessed attendance and engagement of students. A full time teacher was/is assigned to work directly with at-promise students and to coordinate interventions, supports, and resources for students.

As needed, supplemental supplies, instructional materials, and software to increase engagement were purchased. educational partners examined various programs and strategies to eliminate, or mediate, the identified barriers including limited English proficiency, Social and Emotional struggles and mental health, and attendance.

Limited English proficiency was identified as a barrier for some students. Educational partners recommended working with the district's Teaching and Learning Department to provide Daily's ELD teacher with support on accelerating language development as well as language development support for all content areas and supplemental curriculum and materials to address this barrier.

The second identified barrier was students struggling with social emotional issues and mental health. Additional support was provided through a licensed therapist as well as through training of teachers to identify and support students with mental health challenges. Drug and alcohol abuse was also an identified barrier. Registration for conferences to support at-promise students were utilized.

Registration for conferences to support at-promise students were utilized. The conferences address SEL, attendance concerns, accelerated learning, trauma informed learning, and general graduation support for at-promise student groups.

The third identified barrier was attendance. Intervention was provided through teacher extra-hourly 6/5 assignments emphasizing attendance support and focusing on creating relevant lessons through Project Based Learning. The implementation of Project Based Learning includes investing in professional development, time for implementation, collaboration time for teachers, and peer coaching amongst staff.

Information was presented to the School Site Council to determine additional strategies and resources needed to increase engagement, attendance, and graduation. To continue this work the District will continue to work closely with the school to support the development, implementation, and monitoring of the improvement plan. The Director of Equity, Access and Family Engagement will meet with the school leadership team on a bi-monthly basis to support the needs assessment and root cause analysis that will inform the improvement plan. The meetings will also include the monitoring of implementation and student progress. Additionally, the District will attend the school's School Site Council meetings as needed to support the team in setting goals, actions and strategies that are aligned to the prioritized areas of need, identifying evidence-based interventions and the metrics to monitor progress. The District will also closely collaborate with the school team in determining the areas of professional development and training needed to build capacity with staff and teachers in supporting students' identified needs. The leadership team will work with the District on effectively managing funding/budgets and programs/services. The District Family Engagement Teacher Specialist will support the school in building a partnership with the families and the community, and providing opportunities for family engagement.

The task force, including members of SSC, site and district leadership as well as students and parents will conduct a thorough yearly Needs Assessment to determine root causes of underachievement by Daily High School students. This Needs Assessment will take into consideration data from the CA Healthy Kids Survey (to assess substance abuse), Panorama Survey (to assess social emotional health and school climate), Student Credit Completion (and rate of completion), Graduation Rate, Reclassification Rate, Suspensions, Attendance and Engagement, and NWEA/MAP Assessments.

The Teaching and Learning Department and the Assessment, Accountability, and Innovation Department will survey the teachers, students, and parents/guardians regarding the effectiveness programs. The information will be provided to various educational partners, to inform them of the school's current status and discuss next steps in advancing the school's programs. In addition, the department administrators will meet with teacher leadership to discuss data from NWEA/MAP about achievement and how to accelerate learning using the data from the NWEA assessment.

The Director of Equity, Access and Family Engagement will conduct training with site leadership as well as SSC as to how to thoroughly conduct a Needs Assessment and organize and analyze the data from various sources. The Director will meet and work with the site administration as to how to conduct a thorough needs assessment, and the task force as to how to do a thorough root-cause analysis. From the results of these activities, the Director will work with site administration and Daily's SSC to determine evidence-based interventions to address the needs and causes determined by these activities.

The District will use Evidence for ESSA to help guide decisions with the site team as to what strategies to implement based on the Needs Assessment and Root Cause Analysis. Meetings with SSC happen no fewer than 4 times per year.

In addition, the Director of Equity, Access, and Family Engagement will meet with the Principal to devise a plan as to how to review both general fund and categorical funds and how they are allocated within Daily to address resource inequities. At the School Site Council meetings, the Principal will share with educational partners how additional resources are used to address inequities at Daily, and continuously review data surrounding targeted groups and how to assess the effectiveness of the resources allocated to them.

Monitoring and Evaluating Effectiveness

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

The Director of Equity, Access, and Family Engagement and the school leadership team will establish a schedule for meetings to discuss implementation of the actions and strategies, and to monitor the data on the identified metrics. This ongoing monitoring will be tracked on a shared platform. The Director of Innovation, Instruction, Assessment and Accountability will collaborate with and support the school in identifying the data metrics, including but not limited to attendance, credit completion, interventions, referrals for SSTs, participation in drug prevention programs, and the college/career indicators; providing data and collaboratively analyzing to determine next steps and monitor progress. Feedback and reflections from staff and teachers will be gathered throughout the year and following all professional learning opportunities to review for establishing next steps. Student feedback and input will also be obtained to determine the impact of the established strategies and programs and to identify the necessary changes needed.

Central office staff will work closely with school leadership at least once a quarter to monitor and evaluate effectiveness of interventions and supports by analyzing student grades and credit completion, as well as attendance rates in their distance learning classes. School staff are responsible for collecting, analyzing, reporting data to the LEA. Reports of contact, and behavioral data from our SIS will be collected by the Categorical department from site leadership and the MFT service provider as to what general underlying barriers to achievement will be part of the monitoring process. A shared database as to personal contacts with students, MFT, teachers, and site administration will be monitored by the department of Access, Equity, and Family Engagement and the Director will meet with the Principal once a quarter to discuss data and refine processes. The types of data that will be collected are credit completion, grades, attendance, and logged staff-to-student contact. Central office staff monitors the effectiveness of this through the Panorama Survey, Attendance and Graduation rates, CA Healthy Kids Survey as well as data acquired through behavior records of the students in our SIS. Working closely with administrators and site personnel, the Director of Equity, Access, and Family Engagement will assist with formulating the plan of action based on post-implementation data.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

During the 2022 - 2023 school year, Glendale Unified continued to prioritize the importance of the gathering educational partner input for the LCAP process. The 2021-24 plan was established through the extensive feedback gathered starting in the 2019-2020 school year when GUSD embarked on an extensive, robust plan to gather more authentic input to better inform all aspects of the District's programs and services. Notices and information regarding these opportunities and methods for providing input were distributed through various platforms, including Blackboard mass notification system, PeachJar flyers, postings at District and school facilities, and the District and school websites and social media platforms. A Google form link was shared with partners and is posted on the District website to solicit input. The process of gathering educational partner feedback for the 2022-2023 school year included the following seven formats to solicit staff, student, parent/guardian, and community voices.

1. Meetings with school and district-level PTA representatives
2. Student Advisory Council and Student Board of Education Member
3. Student Voice Panels
4. LCAP Town Hall Meetings
5. District English Language Advisory Committee (DELAC) Meetings
6. Board of Education Meetings
7. Educational Partner Surveys

1. Meetings with school and district-level PTA representatives

PTA leaders from each school met monthly with the Superintendent and instructional leaders to provide their feedback on District and school programs and services. Additionally, the Superintendent attends monthly in-person meetings with Glendale Council PTA to share updates and hear feedback from district-level PTA leadership. This group serves as the Superintendent's Parent Advisory Committee for the LCAP. Membership in this working group include representatives from parents/guardians from the following groups: English Learners, Low Income, Students with Disabilities and Foster Youth.

2022-2023 Monthly Check-in Meetings with School PTA Leaders

September 9, 2022
October 7, 2022
February 3, 2023
April 7, 2023
May 12, 2023

Glendale Council PTA 2022-2023 Meeting Dates

September 20, 2022
October 4, 2022
November 8, 2022
December 9, 2022
January 10, 2023
February 7, 2023
March 7, 2023
April 11, 2023

On May 12, 2023, staff presented to the SPAC/PTA Council the draft LCAP. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

2. Student Advisory Council and Student Board of Education Member

Each year, Glendale Unified convenes a Student Advisory Council (SAC) made up of student leaders from the District's five high schools. This group meets monthly to

discuss issues and topics important to the student body. Among many responsibilities, the SAC plans two Glendale Unified Student Voice Panel forums each year and the annual middle school leadership conference. They also select one of their members each year to serve as Glendale Unified's Student Board of Education Member. The Student Board Member attends every Board of Education meeting as a non-voting member.

In 2022-2023 SAC Meeting Dates

August 24, 2022
September 7, 2022
October 19, 2022
November 16, 2022
December 7, 2022
January 11, 2023
February 17, 2023
March 8, 2023
April 5, 2023

3. Student Voice Panels

Student Voice Panels promote leadership, advocacy, civic engagement, and provide students a voice in creating positive change throughout the District. Glendale Unified hosted two Student Voice Panels in the 2022-23 school year. Student Voice Panels are held in person and also live streamed on the District's website.

October 18, 2022
March 28, 2023

Each Glendale Unified high school was represented by three student panelists selected by the District's Student Advisory Council (SAC) leaders. The diverse group of students shared their perspectives on issues that were important to them. Board Members asked clarifying questions and got feedback directly from students. Topics and questions for the Student Voice Panels are crafted by the District's SAC leaders. Topics over the past two years have included themes such as: creating a sense of belonging; mental and physical health; building school spirit; fostering stronger communication; improving attendance; race and equity; and school safety.

3. LCAP Town Hall Meetings

LCAP educational partner meetings included members from the bargaining units and SELPA, and addressed each LCAP priority. Meetings were held virtually and recorded to capture a wider home audience. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

December 6, 2022 - Student Achievement Data
January 31, 2023 - Safety, Health, and Wellness
March 21, 2023 - Budget
May 30, 2023 - Present Draft 2023-24 LCAP. Update and Budget Overview, Solicit Input

On January 24, 2023 staff presented a mid-year update on the data and budget, and on March 30, 2023 staff presented the educational partner survey results, proposed revisions and solicited input to the 2023-24 LCAP. On April 27, 2023 staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

4. DELAC Meetings

The purpose of DELAC is to solicit input from parents/guardians and advise the Board of Education on programs and services for English learners. DELAC also provided input on the development of the annual English learner parent survey. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

In 2022 - 2023, DELAC meetings were held virtually:

October 3, 2022
December 12, 2022
February 6, 2023
March 6, 2023

May 8, 2023

On May 8, 2023, staff presented the dashboard indicators/metrics and the draft of the new LCAP. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

5. Board of Education Meetings

All educational partners are invited to speak during public communication at Glendale Unified Board of Education meetings. Details for participating in public communication are posted on the GUSD website and included in the posted agenda for each Board meeting. Board meetings are televised on local Channel 15 and livestreamed and archived on the GUSD website.

GUSD presented the annual update at the February 21, 2023 Board meeting. The following information was presented:

- All available mid-year outcome data related to metrics identified in the 2022–23 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2022 –23 LCAP.

The agenda for the public hearing was posted 72 hours prior to the Board meeting. On June 6, 2023, the draft LCAP was presented during a public hearing. The budget update, budget overview were also presented. Additionally, staff presented the local indicators at the public hearing. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. On June 20, 2023, the final LCAP, Budget Overview and local indicators were adopted by the Board of Education.

6. Educational Partner Surveys

The development of the 2021-24 LCAP was informed through parent, student, and teacher surveys conducted during the 2019-2020, 2020-2021, and 2021-2022 school years. The results of student, staff and parent surveys were carefully analyzed and used to assist in the development of the 2023 - 2024 LCAP.

During the 2022-23 school year, the SPAC reviewed the parents/guardians survey to update questions to meet current needs and interests. In all, 1993 parents/guardians completed the survey from April 25 - May 5, 2023 from the 17,782 households in Glendale Unified for a completion percentage of 11%. All grades and schools were represented in the survey results and 19% of respondents were parents/guardians of students in the dual immersion programs. The survey was available in four languages. The breakdown of respondents in each language survey is as follows: English: 1552, Armenian: 193, Korean: 48, Spanish 41, and Other: 100. The responses were broken down by levels: Elementary: 660, Middle: 303, and High: 432.

The following are the percentages of favorable responses received on the parent/guardian survey:

- 63% stated that their child is academically challenged at school
- 77% stated that their school provides them with the tools the students need to succeed
- 83% stated that their school's staff at the school cares about students
- 76% stated that their school school treats students fairly
- 78% stated that their school strives to meet the needs of all students regardless of their race, ethnicity, language, physical or mental disability, sexual orientation, gender, gender identity, or gender expression
- 79% stated that their school promoted inclusion regardless of their race, ethnicity, language, physical or mental disability, sexual orientation, gender, gender identity, or gender expression
- 65% stated that their child receive the social and emotional support they need when they are at school
- 61% stated that they knew how to access mental health supports offered at the school
- 69% stated that there is at least one adult that their child trusts to talk to when they are at in need at school,
- 82% stated that their child feels safe at school
- 86% stated that the staff at the school treat them with respect
- 74% stated that the school takes their concerns seriously
- 82% stated that the school responds to requests in a timely manner
- 73% stated that their child's school has clean facilities,
- 54% stated that the school seeks input before making important decisions
- 79% stated that the school encourages parents to participate in school or district events
- 84% stated that the school encourages parents to participate in groups like PTA, school foundations, site councils
- 49% stated that they preferred school communication via email (981)
- 31% stated that they preferred school communication via text messaging (624)
- 9% stated that they preferred school communication via phone calls

Staff surveys provided the opportunity for bargaining units to give input and feedback on the District's progress and needs. The surveys included responses from 702 certificated and 303 classified staff members and solicited input on site and district culture, connectedness to district goals, and shared decision making. Results indicated a high level of understanding of how employees impact student learning and what is expected of their roles. Continued focus on shared decision making opportunities and professional training and coaching emerged as an area of need.

After analysis of the survey results, it was concluded that the current LCAP goals continue to be areas of need and we are making progress towards the desired outcomes for 2023-2024.

The following are the percentages of favorable responses received on the employee survey:

I understand how my work impacts student success (Classified: 87%, Certificated: 90%)

I have an opportunity to share my ideas, suggestions, and/or concerns with leadership at my school/work location (Classified: 62%, Certificated: 79%)

I have an opportunity to influence the decisions made at my school/work location. (Classified: 47%, Certificated: 60%)

My supervisor promotes trust and teamwork among staff (Classified: 65%, Certificated: 60%)

I feel safe at work (Classified: 68%, Certificated: 78%)

I understand what is expected of me in my role (Classified: 89%, Certificated: 90%)

A high priority is placed on professional training, coaching, and learning (Classified: 47%, Certificated: 58%)

Information is widely shared so that I can get the information I need when it's needed (Classified: 58%, Certificated: 64%)

I feel proud to work here (Classified: 66%, Certificated: 73%)

In addition to the previously mentioned formats to solicit input, the Superintendent and District leadership met weekly with principals in level-alike meetings and monthly with the group as a whole. On February 23, 2023, District leadership and site principals discussed top priorities for the 2023-2024 LCAP. The annual LCAP self-reflection tool was administered to principals in April 2023. At the May 25, 2023 Principals' Meeting, the draft LCAP goals were presented to solicit input from District administrators and site principals. Some of the priorities from the input from principals included: targeting early literacy and the essential standards, differentiated small group instruction, continued block scheduling (secondary), blended learning, social-emotional support, and using data to drive instruction.

Staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP to the DELAC on 5/8/23, the SPAC on 5/12/23 and at the LCAP Town Hall meeting which includes the members of the bargaining units on 5/30/23. Input and questions were solicited from participants during all meetings and surveys.

A meeting with the SELPA Director was held on 5/29/23 to review GUSD's LCAP to review all Students With Disabilities data and to review current goals, needs, challenges.

All in attendance in all education partner meetings had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft from all educational partners. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

In addition, two Town Hall Meetings were held on:

December 6, 2022 - Student Achievement Data

January 31, 2023 - Safety, Health, and Wellness

March 21, 2023 - Budget

May 30, 2023 - Present Draft 2023-24 LCAP. Update and Budget Overview, Solicit Input

Each meeting was organized to present and update our education partners on the LCAP implementation, results, revisions, and the progress. Town Hall meetings were livestreamed (and recorded and posted on the district website for future viewing) and provided opportunities for educational partners to ask questions and give input during the meeting or submit these after through a google form posted on the district website. Interpretation in Armenian, Korean, and Spanish were provided. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through the GUSD App and social media providing opportunities for all educational partners to speak or comment. Board meetings were televised on local Channel 15.

The GUSD and SPAC collaborated to develop a parent survey to gather parents/guardians' perspective on the learning, access, and support of learning. In all, 1993 parents completed the survey from the 17,782 households in Glendale Unified for a completion percentage of 11%. All schools and grade levels were represented in the

survey results and 19% of respondents were parents of students in dual immersion programs. The survey was available in four languages. The breakdown of respondents in each language survey is as follows: English: 1552, Armenian: 193, Korean: 48, Spanish 41, and Other: 100. The responses were broken down by levels: Elementary: 660, Middle: 303, and High: 432. The 2021-2022 parent survey indicated a continued need for rigorous work in instruction, focus on early literacy, differentiated instruction, access to technology, social emotional and mental health support, and increased communication.

The Panorama survey was administered to all students in grades 4-12 in Fall 2022 and again in the Spring 2023 to gather feedback. The Panorama survey data demonstrated a decrease in grades 4 and 5 in the areas of Sense of Belonging (connectedness) 67% to 63%, Social Awareness 68% to 67%, School Safety from 66% to 64% and Growth Mindset from 65% to 62%. Self Efficacy increased from 60% to 61% and Emotion Regulation stayed at 44%. In grades 6-12, there were decreases in Sense of Belonging (connectedness) 44% to 42%, Social Awareness 63% to 62%, School Safety from 60% to 55%, and Growth Mindset from 57% to 55%. Self-efficacy remained at 54% while Emotion Regulation increased from 49% to 50%. Re-training on the Panorama tools and lessons in these focus areas are being offered to administration and teachers to address the needs.

Results of the staff, parent, and student surveys were carefully analyzed and used to assist in the development of the LCAP Plan. The results on the spring 2023 Panorama survey for grades 4 and 5 demonstrated a continue need to focus on Emotional Regulation, Growth Mindset, Sense of Belonging, Social Awareness, and School Safety to meet the 2023-2024 desired outcomes, and grades 6 through 12 demonstrated a continue need to focus needed on Emotional Regulation, Growth Mindset, Self-Efficacy, Sense of Belonging, Social Awareness, and School Safety meet the 2023-2024 desired outcome.

Responses from town hall/school board meetings, PTA and SPAC parent advisory groups continue to demonstrate a desire for consistent instructional schedules and focus on the academic and social emotional impacts that the pandemic has caused. On March 9, 2023, district administrators met with site principals and their support teams to review budgets, staffing allocations, and academic data and plans to meet student needs for the current 2022-23 school year. Principals reviewed their current site plans, student data, academic progress, and set future goals to address areas of needs. Bargaining groups participated in the LCAP and educational partner meetings. A meeting was held with the SELPA on May 25.

Recommendations of Priorities, Goals, Outcomes, and Actions/Services for the 2021-2024 LCAP:

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, LCAP educational partner Committee, Superintendent's Parent Advisory Committee, Glendale Council PTA, District English Language Advisory Committee members, principals, counselors, teacher specialists, students and staff.

Providing robust mental social emotional learning continues to be a key recommendation from all educational partner groups. GUSD is committed to a comprehensive mental health program that includes the Student Wellness Services Department in collaboration with all other departments, schools, and the community resources. These are highlighted in Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness support, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying educational partner feedback. These services are expanding and will include wellness facilitators at all secondary schools starting in the 2022-23 school year to support students and partner with families.

The pandemic has resulted in academic gaps, especially for the youngest learners, and students who are English learners, the low income, and foster youth. The continued focus on early literacy ensures that a strong foundation is established in the early grades, setting the students up for success as they matriculate to higher grades. This focus is supported through smaller class sizes, reduction of combination classes, support staff such as education assistants for targeted support, and extended day kindergarten. Additionally, implementation of a comprehensive multi-tiered systems of support (MTSS) allows early identification and targeted intervention to address learning gaps through evidence-based strategies. Expanded learning opportunities in the form of summer school, before/after and Saturday school will allow learning to continue beyond the regular school day. These are highlighted in Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary support for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

The implementation of block scheduling that includes a 7th period at the secondary level has offered expanded opportunities for learners, with various courses that re-engage students and create opportunities for preparation for college, career, and life. For English learners, the 7th period has created increased access to electives and the longer class periods have allowed for greater interaction and one-to-one learning experience for students. Education partners continue to support the block scheduling for the secondary.

Furthermore, teacher professional development continues to be a recommendation, with the emphasis on ensuring all staff are provided with differentiated training opportunities in all areas, especially in supporting the social emotional needs of students, in delivering culturally responsive and responsive education, and in integration of blended learning and safe use of technology. Training and support for delivering culturally relevant and responsive education allows educators to create a supportive

learning environment for all.

These are highlighted in Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary support for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention. Increased and focused family engagement creates a collaborative partnership with families strengthening communication and connection needed to nurture student growth. These are highlighted in Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness support, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying educational partner feedback.

A summary of the feedback provided by specific educational partners.

GUSD continues to have a robust campaign to gather educational partner input. Multiple surveys were developed specifically for parents/guardians, teachers/staff (including both GTA and CSEA bargaining units), and students. Additionally, the Superintendent held regular meetings with education partners and sought feedback from the Student Advisory Council, Superintendent's Parent Advisory Council (SPAC), District PTA leadership and site PTA Presidents, and the District English Learners Advisory Committee (DELAC). In addition, three Town Hall Meetings were held on December 6, 2022, January 31, 2023 and March 21, 2023 for all education partners to inform and update them on the LCAP implementation, results, revisions, and the progress. Town Hall meetings were livestreamed (and recorded and posted on the district website for future viewing) and provided opportunities for educational partners to ask questions and give input during the meeting or submit these after through a ThoughtExchange posted on the district website and in the district's weekly newsletter. Interpretation in Armenian, Korean, and Spanish were provided. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through the GUSD App and social media providing opportunities for all educational partners to speak or comment. Board meetings were televised on the GUSD website and local Channel 15.

GUSD conducts an annual survey to gather parents/guardians' perspective on the learning, access, and support of learning. In all, 3,061 parents/guardians completed the 2022-23 survey from the 18,109 households in Glendale Unified for a completion percentage of 17%. All grades and schools were represented in the survey results and 19% of respondents were parents/guardians of students in the dual immersion programs. The survey was available in four languages. The breakdown of respondents by language spoken most often at home is as follows: English: 1,953, Armenian: 538, Korean: 110, Spanish 109, and Other: 228 (123 declined to state). The responses were broken down by levels: Preschool: 29, Elementary: 2,152, Middle: 364, and High: 516. The 2022-23 parent survey indicated a continued need for rigorous work in instruction, focus on early literacy, differentiated instruction, access to technology, social emotional and mental health support, and increased communication.

Staff surveys included responses from 702 certificated and 303 classified staff members and solicited input on site and district culture, connectedness to district goals, and shared decision making. Results indicated a high level of understanding of how employees impact student learning and what is expected of their roles. Continued focus on shared decision making opportunities and professional training and coaching emerged as an area of need.

Results of the staff, parent, and student surveys were carefully analyzed and used to assist in the development of the 2023 - 2024 LCAP Plan. The results on the spring 2023 Panorama survey for grades 4 and 5 demonstrated a continue need to focus on Emotional Regulation, Growth Mindset, Sense of Belonging, Social Awareness, and School Safety to meet the 2023-2024 desired outcomes, and grades 6 through 12 demonstrated a continue need to focus needed on Emotional Regulation, Growth Mindset, Self-Efficacy, Sense of Belonging, Social Awareness, and School Safety meet the 2023-2024 desired outcome.

Responses from town hall/school board meetings, PTA and SPAC parent advisory groups continue to demonstrate a desire for consistent instructional schedules and focus on the academic and social emotional impacts that the pandemic has caused. On March 6, March 9, and March 10, 2023, district administrators met with site principals and their support teams to review budgets, staffing allocations, and academic data and plans to meet student needs for the current 2022-23 and 2023-24 school years. Principals reviewed their current site plans, student data, academic progress, and set future goals to address areas of needs. Bargaining groups participated in the LCAP and educational partner meetings. A meeting was held with the SELPA on May 25.

Recommendations of Priorities, Goals, Outcomes, and Actions/Services for the 2023 -2024 LCAP:

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, LCAP educational partner Committee, Superintendent's Parent Advisory Committee, Glendale Council PTA, District English Language Advisory Committee members,

principals, counselors, teacher specialists, students and staff.

The GUSD LCAP continues to serve as the GUSD Strategic Plan “Roadmap to Success for Educating the Whole Child” and is reflected and supported by the GUSD Board Priorities.

It is recommended that the 2023 - 2024 LCAP continue to include provisions for the following:

- expanding the support for mental health and social emotional learning
- culturally relevant and responsive education
- targeted academic interventions
- targeted focus on early literacy
- enrichment opportunities
- increased professional development
- maintaining block schedules at the secondary
- extended day kindergarten
- blended learning
- increased teacher collaboration time
- reduction to combination classes
- smaller class sizes/decreasing adult to student ratios
- summer and Saturday school opportunities
- increased family engagement opportunities

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The 2022 - 2023 educational partnership engagement process helped create the 2023 - 2024 GUSD LCAP.

The GUSD LCAP reflects the input provided by the educational partners. The following are specific areas that were recommended through various methods of engaging the educational partners.

Providing robust mental social emotional learning continues to be a key recommendation from all educational partner groups. GUSD is committed to a comprehensive mental health program that includes the Student Wellness Services Department in collaboration with all other departments, schools, and the community resources. These are highlighted in Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness support, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying educational partner feedback. These services are expanding and will include wellness facilitators at all secondary schools starting in the 2022-23 school year to support students and partner with families.

The pandemic has resulted in academic gaps, especially for the youngest learners, and students who are English learners, the low income, and foster youth. The continued focus on early literacy ensures that a strong foundation is established in the early grades, setting the students up for success as they matriculate to higher grades. This focus is supported through smaller class sizes, reduction of combination classes, support staff such as education assistants for targeted support, and extended day kindergarten. Additionally, implementation of a comprehensive multi-tiered systems of support (MTSS) allows early identification and targeted intervention to address learning gaps through evidence-based strategies. Expanded learning opportunities in the form of summer school, before/after and Saturday school will allow learning to continue beyond the regular school day. These are highlighted in Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary support for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

The implementation of block scheduling that includes a 7th period at the secondary level has offered expanded opportunities for learners, with various courses that re-engage students and create opportunities for preparation for college, career, and life. For English learners, the 7th period has created increased access to electives and the longer class periods have allowed for greater interaction and one-to-one learning experience for students. Education partners continue to support the block scheduling for the secondary.

Furthermore, teacher professional development continues to be a recommendation, with the emphasis on ensuring all staff are provided with differentiated training opportunities in all areas, especially in supporting the social emotional needs of students, in delivering culturally responsive and responsive education, and in integration

of blended learning and safe use of technology. Training and support for delivering culturally relevant and responsive education allows educators to create a supportive learning environment for all. These are highlighted in Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary support for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

Increased and focused family engagement creates a collaborative partnership with families strengthening communication and connection needed to nurture student growth. These are highlighted in Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness support, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying educational partner feedback.

Based on educational partner feedback it is recommended that GUSD maintain/expand all actions from 22- 23 LCAP for Goal 1 for the 23 -24 school year with a focus:

- on at-risk student groups to ensure they have equitable access and are receiving the supports they need to succeed
- continue effort to expand efforts to support the English language development of all English Learners, with focus on newcomers and Long Term English Learners (LTEL).
- increase college/career readiness rates through a variety of metrics such as increased successful participation in AP courses and further development of CTE pathways.
- maintain block schedule for middle and high schools - 7 period day

Based on educational partner feedback it is recommended that GUSD maintain/expand all actions from 22- 23 LCAP for Goal 2 for the 23 -24 school year with a focus on:

- Expanding supports to reduce chronic absenteeism, and support further implementation of PBIS
- Continuing to provide expansive socioemotional learning and support. There will be a focus on developing a “Culture of Care” and to build cultural competency in staff and students.
- Maintain current staffing of guidance counselors and psychological support for students at the secondary level.
- Maintain wellness centers at all secondary schools and expand to more elementary schools

Based on educational partner feedback it is recommended that GUSD maintain/expand all actions from 22- 23 LCAP for Goal 3 for the 23 -24 school year with a focus on:

- GUSD is near its goal of having 100% of teachers fully credentialed and appropriately assigned.
- Continuing to provide high-quality instructional materials
- Continuing to maintain clean and safe school facilities.
- Continuing to provide coordinated health services through nurses, health clerk/LVNs and partnerships with community resources

Goals and Actions

Goal

Goal #	Description
1	Maximize Student Achievement: Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.

An explanation of why the LEA has developed this goal.

To ensure that all students receive high-quality learning experiences and are prepared for success in college and career, GUSD must create a robust instructional program that meets the needs of a diverse student population, including at-risk student groups.

Specifically:

- GUSD must continue to target CA Dashboard metrics such as ELA, math, college/career readiness, graduate rate, suspension rate and chronic absenteeism rate, especially in light of the impact of the pandemic and the varying results by student groups for each metric.
- GUSD must focus on at-risk student groups to ensure they have equitable access and are receiving the supports they need to succeed, including assessing the impact the pandemic has had on academic performance and socioemotional well-being.
- GUSD must continue supporting early literacy, including implementing intervention plans that incorporate multi-tiered systems of support (MTSS). A comprehensive process, inclusive of an assessment system, and a technology platform will continue to be implemented to monitor and evaluate the success of interventions.
- GUSD has increased its reclassification rate but it must continue to expand its efforts to support the English language development of all English Learners, with specific focus on newcomers and Long Term English Learners (LTEL).
- GUSD must increase its college/career readiness rates through a variety of metrics such as increased successful participation in AP courses and further development of its Career and Technology Education (CTE) program.
- GUSD made tremendous strides last year in improving access to learning with an increase in devices (computers/Chromebooks) for students. The district will maintain the 1:1 ratio and will continue to expand its support to technology integrated instruction.

This LCAP section reflects Goal 1 of GUSD’s Board Priorities, which aims to:

- Close the digital and equity gap.
- Offer robust distance, hybrid, and in-person learning programs.
- Address learning loss and improve attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of students who meet	64.3% in 2018-19 CAASPP ELA	GUSD used local assessments in lieu of the	2021-22 CAASPP Result for ELA: % met or exceeded standards: 61%		79.3%

<p>or exceed standards in English Language Arts per CAASPP</p>		<p>CAASPP for 3rd – 8th graders for 2020-21. For 2021-22 and beyond, we will continue with CAASPP for all tested grade levels and will use these local assessments for internal monitoring. Not counting the blank scores, the distribution of scores is as follows:</p> <p>For 3rd – 5th, GUSD utilized the i-Ready end-of-year diagnostic. Reading 2 or More Levels Below: 9% 1 Level Below: 21% On Level: 56% Above Level: 13%</p> <p>For 6th – 8th, GUSD utilized the NWEA MAP end-of-year diagnostic. Reading High: 27% HiAvg: 29% Avg: 20% LoAvg: 13% Low: 10%</p>			
<p>Percentage of students who meet or exceed standards in Mathematics per CAASPP</p>	<p>54.59% in 2018-19 CAASPP Math</p>	<p>GUSD used local assessments in lieu of the CAASPP for 3rd – 8th graders for 2020-21. For 2021-22 and beyond, we will continue with CAASPP for all tested grade levels and will use these local assessments for internal monitoring. Not counting</p>	<p>2021-22 CAASPP Result for Math: % met or exceeded standards: 52%</p>		<p>69.5%</p>

		<p>the blank scores, the distribution of scores is as follows:</p> <p>For 3rd – 5th, GUSD utilized the i-Ready end-of-year diagnostic. Math 2 or More Levels Below: 9% 1 Level Below: 21% On Level: 56% Above Level: 13%</p> <p>For 6th – 8th, GUSD utilized the NWEA MAP end-of-year diagnostic. Math High: 24% HiAvg: 22% Avg: 21% LoAvg: 18% Low: 15%</p>			
Percentage of students who meet or exceed standards per CAST (5th, 8th, and one High School grade level)	38.17% in 2018-19	The CAST was not administered in 2020-21. The data for 2021-22 CAST will be available in summer/fall 2022.	2021-22 CAST Results: % met or exceeded standards: 43%		53.17%
Percentage of English Learners making progress towards English Language Proficiency per ELPI score on the CA School Dashboard	58.3% in 2018-19 per CA School Dashboard (https://www.caschooldashboard.org/reports/1964568000000/2019#english-learner-progress-card)	65.5 % scored at moderately or well-developed in 2020-2021 on the Summative ELPAC, CA School Dashboard ELPI was not released due to interruption of testing during the pandemic	52% in 2021-22 per CA School Dashboard		63.3%
Reclassification Rate	10.8% in 2020-2021 (CALPADS 8/18/20 to 6/2/21)	18.3% in 2021-22 (Q-SIS 8/1/21-5/17/22, 896 RFEP out of 4896 total ELs)	reclassified 602 students - We currently have 5,384 ELs, which would give us a reclass rate of 11%		19.8%

Percentage of student "Prepared" on the College/Career Indicator on CA Dashboard (includes AP, a-g, CTE, etc.)	54.2% in 2018-19 per CA School Dashboard (includes AP, a-g, CTE, etc.) (https://www.caschooldashboard.org/reports/1964568000000/2019#english-learner-progress-card)	55.1% in 2020 (https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=1964568&scode=&reporttype=schools)	Data not reported for 2021 or 2022		69.2%
Student to Device Ratio	1:1 in 2020-21 per District ETIS Department records	1:1 in 2021-22 per District ETIS Department records	1:1 in 2022-23 per District ETIS Department records		maintain 1:1
Implementation of State Academic Standards per LCAP Self-Reflection Tool	3.57 average of all scores from spring 2020-21	3.69 average of all scores from spring 2021-22	3.72 average of all scores from spring 2022 - 2023		An average score of 5.0 on the LCAP self-reflection tool
Graduation Rate	89.4% in 2019-20 per Dataquest (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2019-20&cds=1964568)	91.7% in 2020-2021 per Dataquest (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2020-21&cds=1964568)	94.1% in 2021-22 per Dataquest		Increase 2% a year to reach 95.4%
A-G Completion Rate	49% in 2019-20 per DataQuest (988/1996) (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=1964568&agglevel=district&year=2019-20&initrow=&ro=y)	51% in 2020-21 per Dataquest (992/1960) (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2020-21&cds=1964568)	58% in 2021-22 per Dataquest (1112/1908)		Increase 2% a year to reach 61% in three years
CTE pathway completion	17.4% in 2019 (https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cdcode=1964568&scode=&reporttype=schools)	13.5% in 2020 (https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cdcode=1964568&scode=&reporttype=schools)	13.5% in 2021		Increase 2% a year to reach 15% in three years
A-G and CTE	5% based on 2019-20 CALPADS report, CA School Dashboard results	9.5% in 2020-21 per Dataquest (https://www6.cde.ca.gov/)	Combined rate 12.6%. This represents 246 students		increase 2% a year to reach 11% in three years

	not available for 2019-20	californiamodel/ccireport2021?&year=2021&cdcode=1964568&scode=&reporttype=schools)			
AP Pass Rate (scores of 3, 4 or 5)	57% in 2020-21 per the Collegeboard report	2022 AP tests are administered in May and results will be available in the summer	67% per College Board report entitled "AP District Current Year Score Summary 2022 - W PASS RATE"		pass rate will increase by 2% a year to reach 63% in three years.
EAP for ELA: % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met)	64.3% in 2018-19 per CAASPP	66.45% in 2020-21 per CAASPP, which was administered only to 11th graders in 2021	62.3% in 2021-22 per CAASPP		79.3%
EAP for Math: % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met)	54.59 % in 2018-19 per CAASPP	53.41% in 2020-21 per CAASPP, which was administered only to 11th graders in 2021	42.5% in 2021-22 per CAASPP		64.5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction and Professional Development	<p>GUSD strives for equitable and high-quality instruction for all learners.</p> <p>The Teaching and Learning Department provides professional development, instructional coaching, and resources to support the implementation of the CA Standards and Frameworks in all areas of the curriculum, including English Language Development.</p> <p>The Teaching and Learning department supports teachers and other staff in making instructional shifts reflecting the intent of the CA State Standards and CA Frameworks. GUSD recognizes the importance of early literacy in establishing a strong foundation for</p>	\$3,576,152.00	No

		<p>success, and instructional supports and professional development are offered in this area to support implementation of effective early literacy practices.</p> <p>GUSD will maintain the support for mathematics instruction through instructional coaching and professional development. Teaching and Learning Department will facilitate a process for developing internal measures, benchmark and formative assessments, to monitor student progress.</p> <p>Trainings, resources, curriculum, and instruction are culturally relevant and responsive ensuring access for all learners. The Teaching and Learning department works with elementary and secondary curriculum committees to examine and update curriculum and instructional tools to ensure adherence to state standards and frameworks including ensuring cultural relevance and responsiveness.</p> <p>Teaching and Learning Department facilitates a process for developing internal measures, benchmarks and formative assessments, to monitor student progress. Utilizing the continuous cycle of improvement, teachers and administration monitor student progress in all areas of instruction.</p> <p>Intervention supports for students are provided and monitored through the SST Online program.</p>		
2	Instruction-related services for special education	<p>Students with disabilities are provided with the appropriate instruction and support that is aligned to their IEP goals to assist in their continuous progress. Trained staff and assistants are provided to implement programs that serve the specifically identified academic and behavioral needs of students with special needs. Ongoing professional development and resources are provided to build capacity for teachers, support staff and assistants.</p> <p>The Special Education Services Department will continue to provide professional development on evidence-based practices, Soliday intervention reading program, and instructional/behavioral modification strategies to support student success in achieving IEP goals.</p> <p>GUSD will continue the implementation of the SST Online program to monitor the implementation and impact of intervention programs to determine the most effective strategy to support underperforming students. The program allows for collaboration across grade levels and schools. It documents and targets interventions to ensure student success before referral for special education.</p>	\$47,166,788.00	No
3	English Learner Support (repeated expenditure, Goal 1, Action 1)	<p>GUSD is committed to the success of the English learners through rigorous instruction and monitoring process. All English learners are provided Designated English Language Development instruction in a protected block of time. Integrated English Language Development instruction is embedded in all areas of content.</p>	\$0.00	No

		<p>Professional development on effective Designated ELD and Integrated ELD and in understanding the unique needs of English learners is provided to build capacity for all teachers and staff.</p> <p>All GUSD English learners are assessed annually using the English Language Proficiency Assessment of California (ELPAC) to monitor their progress in language acquisition and to determine their readiness for reclassification. Instructional supports and interventions are provided to ensure that English learners are continuing to make progress linguistically and academically.</p> <p>Reclassified ELs are monitored for four years following reclassification.</p> <p>The Equity, Access, and Family Engagement Department support schools in implementation and monitoring of English learner programs, assessments, and services.</p>		
4	College, Career, and Life Readiness	<p>GUSD's programs and services are in support its commitment to the College, Career, and Life Readiness pathways.</p> <p>The GUSD Career and Technology Education (CTE) technician assists the CTE administrator and CTE teachers to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for middle and high school students. The CTE pathway programs are created, maintained, expanded through effective implementation. GUSD continues to participate in the Perkins Grant and Career Technical Education Incentive Grant (CTEIG).</p> <p>Advance Placement (AP) course access is offered to students along with training for teachers. Additionally, GUSD provide the PSAT exam for all 10th grade students.</p> <p>GUSD provides general instructional support opportunities for teachers and educational assistants and increased course offering for students. Counselors, teachers and educational assistants attend workshops provided by the College Board and other approved organizations.</p>	\$6,781,598.00	No
5	Educational Technology	<p>In its efforts to close the digital divide, GUSD provides technology access to students with a goal of a 1:1 student to device (computers/chromebooks) ratio. Timely technology device maintenance (computer/chromebooks) is provided to staff and families to ensure student access to technology.</p> <p>Optional technology classes prepare students to assist with computer/technology support and repairs.</p> <p>Ongoing professional development opportunities aligned to the SAMR model are offered to support staff in maximizing their use and implementation of the technology tools and resources.</p>	\$1,185,710.00	No
6	Gifted and Talented	<p>GUSD will enhance its Gifted and Talented Education services by developing a</p>	\$100,000.00	No

	Education (GATE)	comprehensive plan that established the process for identification using a tool for universal screening, effective instructional strategies for differentiation, and professional development to support the teachers.		
7	Instructional Support - School Level	<p>GUSD has a very diverse student population, including nearly half of students being socioeconomically disadvantaged and nearly a quarter of students as English learners. The district also has 45 foster youth and these student groups consistently score below the district average on most academic performance measures indicating that these students need more individualized support to meet their needs.</p> <p>The District supports these student groups, by ensuring that in addition to the core instruction they are provided with carefully designed targeted interventions to close the achievement gap. All elementary, middle, and high schools provide evidence-based academic interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Working closely with the central office support staff, directors, coordinators, and teacher specialists, as part of a thorough needs assessment and root cause analysis process, at the beginning of the school year, each school examines their most current data to identify gaps and possible resource inequities. The school leadership teams, working collaboratively with the district staff, review and identify evidence-based strategies and approaches in a tiered system of support that meet the school's unique combination of needs. The intervention plans are reviewed and supported by the central office staff, who also monitor the implementation of interventions and the progress towards the goals. Additionally, central office staff support learning across schools through professional development opportunities to build capacity for teachers and staff in meeting students' needs.</p> <p>Furthermore, teachers are provided with time throughout the school year to collaborate on analyzing the assessment results, examining the data, and planning the targeted intervention services for English learners, low income and foster youth. Instructional resources and materials, including manipulatives, specialized resources, computer programs, graphic organizers, technology resources, interactive boards, visual displays, etc. are utilized to maximize and accelerate student access and academic performance.</p> <p>Based on these actions, we expect students who are English Learners, low income, and foster youth will improve their performance as a result of the intervention programs thereby improving their grades, a-g completion rates, and scores on state assessments to close the gap in CAASPP and CAST scores by at least 5% per year.</p>	\$2,727,447.00	Yes
8	Instructional Support - Elementary	English learners, low income, and foster youth benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. Decreasing the adult/student ratio that allows a focus on small group instruction and individualized assistance, differentiated instruction, and timely targeted interventions. GUSD continuously strives to reduce the number of combination	\$3,841,878.00	Yes

(split) classes at the elementary level to ensure that students have equitable access to the teacher and staff. Offering lower adult/student ratios and whenever possible, single grade classes at the elementary level maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.

The nearly half of all GUSD students are socioeconomically disadvantaged, nearly a quarter of all students are English learners, and approximately 45 foster youth have consistently scored below the district average on most academic performance measures indicating that these students need more individualized support to meet their needs. Increasing the individualized support and engaging the students in the classroom learning experiences through small group and individualized academic support strategies is the core purpose of reducing the teacher/student ratios. This provides the English learners, low income, and foster youth ample opportunities to receive direct instruction and feedback from the teacher while benefiting from the increased individualized support. Teachers are able to meet with the small groups on an ongoing basis (Hattie small group instruction effect size 0.4), working on targeted skills as identified through formative assessments. The small group allows for repeated and deliberate practice (Hattie effect size 0.79) of the skills taught with trained staff who engage students in discussions that also develops the oral language practice. This increases student engagement not only with instruction but also increases student connectivity with the teachers and the school overall (Hattie teacher/student relationship effect size 0.72).

Increased teacher and student interaction is important for supporting all students, however it is especially key for English learners, low income, and foster youth. In order to increase services for targeted students, GUSD provides reduced adult/student ratios and, whenever possible, single grade classes at the elementary level to ensure that there is greater focus on small group instruction and individualized assistance as teachers provide instruction on the key standards (Hattie effect size .47). This allows the teacher to differentiate the core instruction and to provide timely targeted instruction focusing on the essential standards in ELA and Math, to close the academic gap for students.

Based on these actions, we expect students will master the essential standards in their grade level with specific benefits to English learners, socioeconomically disadvantaged students, and foster youth, with a resulting increase in academic performance data that will close the achievement gap by at least 3% for unduplicated students compared to the aggregated scores of all students on CAASPP and CAST.

9	Instructional Support - Secondary	Teachers need more time to complete lesson plans, examine and review practices and collaborate to develop supports for at-risk students. Students need opportunities to better	\$2,331,086.00	Yes
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understand and retain material and to build relationships. Peer to peer interactions in a structured classroom setting are particularly impactful for English Learners and would also benefit low income and foster youth. In shorter or traditional classroom periods there is typically insufficient time for English Learners to interact with peers and engage in meaningful activities that will improve their language acquisition. A schedule is needed to accommodate these needs.

GUSD is implementing block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low income, and foster youth.

According to the National Education Association, block scheduling allows students to have more time for reflection and less information to process over the course of a school day. Research found that students retain information longer, and teachers are able to individualize instruction because of the reduced number of students they see during the day. Block scheduling increases students' ability to focus their attention on the learning building a better understanding and effective implementation of the skill. Increased students achievement and improved students behavior are additional findings from research on block scheduling.

The increased course access ensures that English learners have the greater opportunity for elective courses developing a broad experience with the varying learning experiences, including CTE, Visual and Performing Arts, World Languages, etc. The block schedule creates an expanded learning time for students allowing the teacher the opportunity to provide the additional individualized support necessary during the guided and independent practice following the lesson. The increased learning time with the teacher is key to learning for English learners, low income and foster youth, as for most, due to their family and life circumstances, academic learning is often limited to the time spent in school.

Furthermore, block scheduling increases opportunities for building connections and communities among staff and students, with increased time for collaboration and planning.

Additionally, classified support is provided to ensure that English learners, low income, and foster youth are supported academically. Education assistants provide help with students access the curriculum with small group instruction, differentiated instruction and primary language support.

Based on these actions, we expect the implementation of a block schedule to significantly improve the academic performance of English learners, low income, and foster youth, which will be measured by an increased average GPA for these groups by 0.2 per semester.

10	Academic and Behavioral	Nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter	\$8,172,695.00	Yes
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of all students are English learners. GUSD also serves approximately 45 foster youth. These student groups have struggled to meet the State standards and demonstrate proficiency in ELA and Math and consistently score below the district average on most academic performance measures indicating that these students need targeted support to meet their needs. English learners, low income and foster youth face additional challenges, such as language barriers and limited resources and instructional support at home due to the adversities and barriers their families face, including time, resources, and access to opportunities which impact students' academic progress and engagement with school. Oftentimes, language barriers and minimal educational opportunities serve as obstacles for their achievement and advancement. They thrive in a safe and engaging learning setting where they are exposed to academically and linguistically rich environments, and have access to instructional resources and comprehensible learning experiences. They need greater access to trained staff and opportunities for targeted learning experiences and supports. These families have been significantly impacted by the situations resulting from the pandemic due to their experiencing financial hardship, language barriers, and unstable home environments that make it difficult for these students to succeed academically.

To address the barriers that cause the academic gaps exhibited by English learners, low income, and foster youth, in addition to the core instructional program, GUSD implements strategies and services that increase the individualized support and engage the students in the classroom learning experiences through small group and individualized behavioral support strategies.

Instructional assistants work closely with the students within their general education classrooms to increase and improve services related to academic and behavioral needs of English learners, low income, and foster youth. These services improve access, attendance, engagement, and student achievement. Instructional assistants provide academic and primary language support to help increase access to curriculum and provide targeted and supplemental instructional support as needed.

Decreasing the adult/student ratio through the addition of the support staff in the classroom provides the English learners, low income, and foster youth ample opportunities to receive direct instruction and feedback from the teacher while benefiting from the increased individualized support provided by the trained classroom assistants. Teachers are able to meet with the small groups on an ongoing basis (Hattie small group instruction effect size 0.4), working on targeted skills as identified through formative assessments. The small group allows for repeated and deliberate practice (Hattie effect size 0.79) of the skills taught with trained staff who engage students in discussions that also develops the oral language practice. This increases student engagement not only with instruction but also increases student connectivity with the teachers and the school overall (Hattie teacher/student relationship effect size 0.72).

		<p>By lowering the adult to student ratio by embedding additional staff with specialized training to address academic and behavioral needs of students to increase student engagement, students are able to experience higher levels of engagement and time on task with the support of the teacher and embedded behavior support assistants. Higher levels of student engagement and attention to time on task is supported in research to increase student achievement.</p> <p>The Teaching and Learning Department coordinates and provides resources to support schools in developing and implementing intervention plans that incorporate multi-tiered systems of support (MTSS). A comprehensive process, inclusive of an assessment system, and a technology platform are implemented to establish, implement, monitor, and evaluate the success of interventions. Teachers are also provided training on differentiated instruction practices, including small group instruction, to better meet the needs of English Learners, low income, and foster youth.</p> <p>Based on these actions, we expect a closing of the gap between the overall district scores and the scores for English learners, low income and foster youth by at least 3% per year as measured by the CAASPP scores in ELA and Math, CAST scores, and graduation rates.</p>		
11	Expanded Learning Opportunities	<p>Nearly half of all GUSD students are socioeconomically disadvantaged.</p> <p>Research suggests that students from middle and upper income families typically spend 6,000 more hours in educational activities than students in low-income families by the time they reach 6th grade. (Saunders, M., Velasco, J., & Oakes, J. (2017) These opportunity gaps translate to substantial differences in academic achievement. Research estimates that the cumulative summer learning gap over multiple years accounts for more than half of the 9th-grade achievement difference between students from lower-income families and their more affluent peers, which in turn contributes to whether or not students enter college-track high school programs and meet college-going requirements. (Alexander, K., Entwisle, D., & Olson, L. (2007) The U.S. public education system's 6-hour day and 180-day year cannot, on its own, offset the gap in out-of-school learning opportunities between students from more and less affluent families.</p> <p>To ensure continuous instructional support that goes beyond the instructional day and year, low income students are provided with expanded learning opportunities in the form of extended-day kindergarten, Saturday school, summer learning camps, and before and after school tutoring (Hattie effect size .40).</p> <p>The additional instructional time allows students greater access to teachers and support staff, while students receive small group, personalized instruction using supplemental</p>	\$2,098,735.00	Yes

		<p>evidence-based resources that are provided to support their academic needs (Hattie effect size .47).</p> <p>The expanded learning opportunities focus on acceleration and enrichment, while strengthening students' sense of connection and belonging to school. Acceleration allows students to continue engaging in the grade level content in a well-planned lesson where teachers are providing the scaffolds and support necessary to access and master the content (Hattie effect size .58). This strategy supports students' continuous growth and progress. Enrichment opportunities focus on the needs of the whole child, providing comprehensive learning experiences that are grounded in developing strong cognitive, reasoning, communication, and collaboration skills.</p> <p>We expect that low income students will increase their performance on the iReady district wide diagnostic (elementary) and the NWEA MAP diagnostic (secondary) as follows: The i-Ready percentage of low income students who scored on or above level in reading will increase from 57% (Spring 2021) to 65% (Spring 2022). The i-Ready percentage of low income students who scored on or above level in math will increase from 53% (Spring 2021) to 61% (Spring 2022). The NWEA MAP percentage of low income students who scored average, high-average, or high in reading will increase from 53% (Spring 2021) to 61% (Spring 2022). The NWEA MAP percentage of low income students who scored average, high-average, or high in math will increase from 56% (Spring 2021) to 64% (Spring 2022).</p>		
12	Elementary Extracurricular Opportunities	<p>Research shows that students benefit greatly from involvement in school activities and connections to adults and other students (40 Developmental Assets). This is especially of great significance for low income students due to the adversities their families face, including time, cost, and access, in providing such opportunities to their children.</p> <p>GUSD believes in supporting the whole child, and therefore continues to offer learning opportunities at the elementary level through extracurricular activities such as, music and chorus (Hattie effect size drama/arts 0.42, creativity 0.64) , sports, and technology (Hattie effect size 0.51) at the elementary level to increase student connectedness to school, especially for English learners, low income, and foster youth.</p> <p>Research has demonstrated that music programs enhance students' language capabilities and their overall academic performance. Dr. Nina Kraus, a professor and neuroscientist at Northwestern demonstrated through her research that music instruction has an impact on communication skills, attention and memory, and consequently it may even close the gap between rich and poor students. Similarly, sports programs create an avenue for students to develop healthy habits while learning to collaborate and cooperate using language and cognitive skills.</p>	\$1,034,673.00	Yes

		<p>These activities are held before and after the regular school day (Hattie effect size 0.40), and allow students the opportunity to participate in extracurricular activities at their own school building a stronger connection with the school and the staff. Student survey data from recent years has indicated that students felt a strong sense of belonging at their school.</p> <p>Based on these actions, we expect low income students to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually.</p>		
13	Elementary Library/Media Education	<p>GUSD is committed to ensuring that all English learners, low income and foster youth at the elementary level have full access to rigorous and literacy and technology rich learning experiences and opportunities that may not be readily accessible to them outside of the school system.</p> <p>Library aides and multimedia technology specialists are placed at the elementary level to create learning opportunities that offer English learners, low income, and foster youth access to a literacy and technology rich environment that may not be present in their homes. Supplemental support staffing provides students with ample access and direct support at the school library and media center on each campus where they can obtain information and resources that best support learning immediately. Libraries and the media centers provide increased access to opportunities for students to develop 21st century learning skills, receive adult guidance in finding appropriate resources and effectively utilize technology as a learning tool. With a strong focus on ensuring access to resources for English learners, low income, and foster youth, and emphasizing the integration of technology in learning, the library aides and multimedia technology specialists are strong partners with teachers in supporting student academic achievement. (Technology in other subjects Hattie effect size 0.55, Information and computer technology Hattie effect size 0.51)</p> <p>Based on these actions, we expect English learners, low income, and foster youth to accelerate their learning and close their achievement gaps at a rate higher than their grade level peers who are not English learners, low income, or foster youth. The overall proficiency and growth from the percentage of students who are in the unduplicated student group will be compared to the students who are not in the unduplicated student groups. Progress will be measured using the CAASPP ELA and Math performance and language proficiency on the Summative ELPAC.</p>	\$725,433.00	Yes
14	Instructional Technology Support	<p>English learners, low income and foster youth need access to technology, chromebooks and hotspots for internet access, at home to ensure access to instruction at all times. Additional instructional technology support designed to target their unique needs will provide them with the increased resources to accelerate learning.</p> <p>As of August 17, 2021, 9,653 Chromebooks and 1,602 hotspots have been checked out to</p>	\$67,625.00	Yes

		<p>English Learners, low income and foster youth.</p> <p>The Educational Technology & Information Services (ETIS) Department will continue to work together with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support the language acquisition of English Learners and academic progress of low income and foster youth. Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of technology to enhance instruction.</p> <p>Additionally, teacher specialists in ETIS will continue supporting other departments in serving the parents and families of English learners, low income and foster youth to secure access and use of technology and the internet. This includes presentations at parent engagement events and one-on-one support as needed.</p> <p>Based on these actions, we expect every English learner, low income, and foster youth will continue to have a device and/or a hotspot that they can use in their learning environment, either at home or at school, if they have requested one. Furthermore, we expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years.</p>		
15	Instructional Support - English learner	<p>GUSD's Newcomer students require a high-quality designated curriculum to provide the academic and social emotional support and development they need to engage in rigorous, grade-level academic learning. A high quality curriculum will allow newcomers to gain the basic English language skills as quickly as possible to have greater success within content classes. Long-Term English Learners will benefit from rigorous academic language development instruction to reclassify as proficient in English to increase their rate of acquisition in order to meet the reclassification criteria. To ensure that newcomers and LTELs have the oral and literacy skills that they need for academic success, teachers will need professional development on effective instructional practices targeted for their unique needs.</p> <p>Extended school year opportunities are offered to targeted English learners to support their linguistic needs. Newcomers and LTELs will be offered summer school courses to boost their proficiency in academic language development.</p> <p>The ELD Curriculum Study Committee (ELD CSC) began the implementation of a new a high quality designated ELD curriculum specialized for newcomer English language development. Professional development to support English Learners for the 2022-23 school year focused on supporting the implementation of newcomer/emerging ELD curriculum and supporting the development of integrated ELD structures/strategies in all content areas. Teachers participated in full day sessions focused on practical implementation of best practices with time to put practices into action and debrief and</p>	\$724,386.00	Yes

refine practice. Summer programs continue to be offered for English Learners with a variety of options to meet student needs. Additional supports in the form of Guided Language Acquisition and Design trainings support teacher skill building in effective instructional practices for both LTELs and ELLs.

ELD Summer School sessions are planned for Summer 2023, implementing the English 3D curriculum for middle school students and high school students at the emerging level. High school English Learners at the Expanding and Bridging level will be provided designated ELD instruction as a push-in/pull-out model during their summer school English classes to allow students to make up English credit needed towards graduation.

The Teaching and Learning (T&L) department, along with teacher specialists from the Equity, Access, and Family Engagement (EAFE) department will continue to provide professional development opportunities and coaching support for TK-12 teachers on the integration of strategies that accelerate language development across content areas for English learners, LTELs and newcomers. Teacher specialists will develop and monitor the instructional programs to ensure mastery of ELD standards and language production.

Academic resources and training for teachers and staff are provided to support newcomers in accelerating their progress in language acquisition. Teachers will focus on techniques to boost students' oral and written language development. Professional development will also be provided to support staff and paraprofessionals who assist newcomers in their content classes.

The T&L department, along with teacher specialists from the EAFE department will provide professional development opportunities that will focus on strengthening academic literacy for Long Term English Learners (LTEL) and strategies to strengthen their Social-Emotional Learning (SEL) skills. Professional development will include front-loading vocabulary, providing sentence frames or sentence starters, and offering valuable feedback on writing. T&L and EAFE teacher specialists will work with teachers to help them integrate evidence-based oral and written language development strategies and continually monitor student progress through formative and summative assessments.

Expanded learning opportunities are provided to students identified as Long Term English Learners. For all EL students, there will be access to site-specific ELD teachers after school for consult and support, the use of peer tutors at lunch and break times, and access to online tutoring programs.

The EAFE staff will provide synchronous and asynchronous parent engagement and education opportunities to ensure that families have the resources they need to support the academic and social-emotional growth of our English Learner students.

		<p>Based on these actions, we expect that newcomers will be better prepared to participate in academic content classes, as demonstrated by the increased percentage of students advancing performance levels on the ELPAC.</p> <p>We expect the number of LTELs who reclassify to increase and the overall percentage of LTELs will decrease.</p>		
16	English Learner support in Dual Immersion	<p>The district is committed to an asset-based approach for serving English learners who represent almost 25% of all students. Students will utilize their language of strength as a base for language development and the acquisition of English. They will also access resources in both their primary language and English to deepen their academic understanding across the various disciplines. For this purpose, rich, authentic resources are needed in the target languages and English and personnel who will guide and coach teaching teams who work directly with English Learners.</p> <p>GUSD is proud of its FLAG dual immersion programs that are offered in 7 languages across TK-12. These programs, as demonstrated by research, are most effective for English learners, whether they are learning in their primary language or a second language. According to Thomas and Collier (2017) English learners are equally successful in achieving grade level standards as their English-speaking peers when they are given the opportunity to continue their studies in their primary language while acquiring English.</p> <p>In the 2022-23 school year, there were 729 ELs in the dual language immersion program in TK through 8th grades. As of 8/1/2022, 75 students or 10% were reclassified as English Language Proficient. Out of the 220 English Learners in DLI programs who took the CAASPP assessment last year, 39 students or 17% met or exceeded standards for English Language Arts. (CAASPP data was not available from the spring of 2021 for testing grade levels between TK-8th) for comparison purposes.</p> <p>The central office staff, including the FLAG program coordinator and the teacher specialists, work closely with the teachers and the teacher specialists at the school level to ensure that ELs in dual immersion are receiving the necessary support for developing skills in English as well as the target language. The coordinator and teacher specialists assigned to support the dual language immersion programs closely monitor student achievement towards linguistic and academic goals.</p> <p>English learners who participate in a dual language setting receive instruction in English and the target language, which is often their native language. The coordinator and teacher specialists work with teachers, providing guidance and professional development to ensure that optimal teaching strategies are employed to facilitate growth and development in their</p>	\$317,433.00	Yes

		<p>primary language and English. Examples include lessons that emphasize cognates, morpheme analysis, comprehensible input, context-embedded instruction, and connecting to students' prior knowledge to name a few. The coordinator and specialists also monitor the progress of English learners through assessment data throughout the year.</p> <p>Based on these actions, we expect that English Learners enrolled in one of the district's dual language immersion programs will have the linguistic support they need to access the full curriculum with language learning and with content instruction. The support, in turn, will result in a 5% increase in reclassification rates and a 3% increase in CAASPP scores (ELA) on an annual basis until 2023-24.</p>		
17	Expanded Opportunities - Advanced Placement Exams	<p>Low income students need access to Advanced Placement tests to maximize their opportunity to earn college credit, but the cost of the exams can be a barrier for most of the families.</p> <p>GUSD is committed to preparing students for college, career, and life, and in that effort offers opportunities that provide students with the appropriate options and experiences. By taking the Advanced Placement (AP) Exam students are able to demonstrate mastery of college-level material increasing their opportunities post-high school.</p> <p>For low income families, the cost of the AP Exam is a significant barrier. The District funds the cost of the exam for students who are considered low income, allowing them equitable access to all opportunities for college, career, and life.</p> <p>Based on these actions, we expect 100% of low income students who are enrolled in an AP course to take the AP exam.</p>	\$97,485.00	Yes
18	Instruction-related services for Daily HS	<p>Allan F. Daily Continuation High School provides a dynamic and personal educational alternative to students. The school demographics include approximately 65% Socioeconomically Disadvantaged (SED) students and about 27% English Learners (EL). These student groups are at a higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs, such as what Daily High School provides, are necessary to meet the needs of English learners and low income students on their pathway to high school graduation.</p> <p>The school ensures that English learners and low income students receive individualized services that include timely intensive interventions in reading and math (Hattie effect size 0.77) and supports to accelerate their progress towards closing the achievement and the credit gaps. The increased small group (Hattie effect size 0.47) and one-to-one support is provided through additional teachers that reduce the student-to-teacher ratio and the additional instructional support staff who work closely with students. Both teachers and instructional support staff provide ongoing and timely feedback to students (Hattie effect size 0.64). Additionally, the counseling service provider works closely with the students to</p>	\$2,151,259.00	Yes

		<p>address their learning goals and their social-emotional needs to increase their self-efficacy (Hattie effect size 0.92) and motivation (Hattie 0.69). English learners and low income students are provided with additional alternative programs and opportunities for credit recovery, including extended learning during summer.</p> <p>Based on these actions, we expect a 5% annual increase in the graduation rate for English learners and low income students who are enrolled at Daily High.</p>		
19	Expanded Opportunities - Transportation for Clark Magnet HS	<p>55.7% of Anderson W. Clark Magnet High School's enrollment qualifies for the federal free and reduced meal program, the metric identifying low income students. Many of these students who qualify to attend the school reside outside its boundaries. The student population of this magnet school is drawn from all neighborhoods in Glendale and includes the high percentage of low income students who need access to transportation to attend school. Clark Magnet High School is in the top 2% of 25,553 high schools according to the US News and World Report's 2021 Best High Schools ranking, and offers a rigorous pathway in all areas of science and technology. 60% of students took at least one AP examination with 42% passing at least one exam. 75% of students at the school are proficient in math and 95% in reading proficiency. The school also has a graduation rate of 97%. In order to make access equitable for all high school students to attend Clark Magnet High School, the district provides transportation for qualifying low income students.</p> <p>In order to make access equitable for all high school students to attend Clark Magnet High School and take advantage of the opportunities offered at the school, the district provides transportation for qualifying low income students at no cost. Student pick-up areas are located at or near the students' school of residence, eliminating all barriers for students to attend Clark High School.</p> <p>Based on this action, low income students will continue to maintain a high % of enrollment and attendance at Clark Magnet High School. The academic achievement of low income students will increase by 5% annually, as measured by the CAASPP assessment. Additionally, low income students will demonstrate an increased rate of a-g completion and graduation rate.</p>	\$1,700,640.00	Yes
20	Intervention Support - Elementary Schools	<p>GUSD provides intensive intervention support for students in TK-6 who are demonstrating academic gaps based on the grade level expectations, as measured by local and state assessments. After a careful evaluation of the data, schools design a targeted intervention plan that incorporates evidence-based strategies to close the academic gaps. The implementation of the interventions is supported and monitored by the school leadership and the central office. Ongoing data is provided to monitor progress, and professional development opportunities are offered to continue building capacity for teachers and the instructional support staff.</p>	\$137,680.00	No
21	Instructional Support -	<p>The Super Tutor Program establishes a team of academic tutors who can support their</p>	\$0.00	No

<p>Secondary Schools (repeated expenditure, Goal 1, Action 1)</p>	<p>peers in various content areas. These are current students who have applied for and participated in a rigorous training to prepare as a tutor. To receive services from a Super Tutor, students are recommended by their teachers or counselors, and they may also self-select to participate. The tutoring services are offered before and after school, as well as during lunch, in-person.</p>		
	<p>The program is unique in that in addition to subject mastery, super tutors participate in a certification training on effective tutoring and teaching practices. Tutors possess both content mastery and effective pedagogical practices to maximize impact on achievement. Super Tutors are compensated for their services. Super Tutors were implemented in various schools on a volunteer basis in the past and were implemented more extensively during Summer 2021. This program provides tutors and tutees with a great learning and growth experience.</p>		

Goal Analysis for 2022-2023

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

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

GUSD continues to effectively implement the actions in Goal 1, focusing on impactful evidence based instruction and intervention strategies and professional development. There are no substantive differences in the planned actions and actual implementation of these actions. Effectiveness of implementation of all actions for Goal 1 are addressed in the effectiveness of this analysis. As a district, we are still experiencing the challenges of implementation due to the post-Covid world.

GUSD Teaching and Learning Department developed and facilitated a robust yearlong professional development that began during summer and focused on six strands, ranging from academics to social emotional learning, and more. Staff are provided with a comprehensive list of opportunities to continue to develop and expand their skills in supporting students in all areas.

The District supported schools in working with their education partners to develop focused and evidence based plans to address the academic and social emotional gaps, ensuring that appropriate supports were available for students as they transitioned to in-person learning.

GUSD consistently offers summer programs for remediation or credit recovery at middle and high schools. Courses for acceleration are also offered for Middle and high schools on a limited basis as the budget allows. For the summer of 2022, GUSD was able to expand summer opportunities at all levels to include elementary remediation programs paired with enrichment experiences. Middle and high schools also expanded course offerings to include enrichment classes for students. These services were targeted to English learners, low income, and foster youth to provide in-person experiences for them, along with other students, to support both academic and social emotional needs. For elementary students, highly engaging math and reading programs were purchased and implemented. This will be maintained for summer of 2023.

All elementary schools implemented an academic summer school that was offered to students who needed additional opportunities to close the academic achievement gap in the area of reading and math. During the 2022-23 school year, all schools are providing tier I and tier II academic support during the school day and after school interventions. Staffing has been an issue and some schools used their own teachers, while other schools contracted outside vendors to provide acceleration and enrichment opportunities. Offerings included intervention, homework assistance, art, and coding.

Overall Successes of Goal 1 include:

- Dunsmore Elementary, Fremont Elementary, Monte Vista Elementary, Mountain Avenue Elementary, and Valley View Elementary were recognized as the 2023 California Distinguished Schools by the California Department of Education.

- Graduation rate for 2022 is up to 94.1% from 91.7%
- A-G completion up 61 from 51%
- AP Test Pass Rate at 66%, up from 55% in 2021
- 32.2% completed one semester, two quarters, or two trimesters of college credit courses
- 25.9% scored 3 or higher on at least two Advanced Placement exams
- 16.4% completed at least one Career Technical Education (CTE) Pathway with a grade of C- or better (or Pass) in the capstone course
- California Reading Coalition ranked GUSD 9th out of 285 districts in reading performance among districts with at least 100 economically-disadvantaged Latino students in 3rd grade.
- CAASSP English Language Arts (ELA) - 61.4% all students compared to state average of 47%
- CAASSP Math- 51.99% all students compared to state average of 33%
- Block Schedule and 7 period day continue to benefit English Learners, Low Income and Foster Youth.
- Super Tutor program continues for the 2022-23 academic year with nearly 100 tutors. For the 2022-23 academic year, the district added a website to help students identify Super Tutor availability and schedules at each school site to facilitate easier access to supports. Students log on to the site to find Super Tutors for their needs. From October 1, 2022 to March 8, 2023, the site has had 1,200 unique users visiting the website, 6,700 total website visits, and 21,000 total events (searches and filters). These numbers suggest that students are taking advantage of the program in high numbers.

There is a huge increase throughout the education system to provide support for students academically and social-emotionally. This requires hiring staff, which has been a challenge to find qualified and available candidates. Additionally, there is the continued challenge of getting our students back to the learning environment pre-covid, reminding them of support services, and taking up on intervention opportunities.

Overall Challenges of Goal 1 include: Academic performance gaps still exist with our unduplicated students and must continue to be addressed.

- CAASSP Foster Youth - ELA - 24% and Math 6%
- CAASSP English Learners - ELA - 18% and Math 19%
- CAASSP Low SES - ELA - 50% and Math 40%

The above groups are performing much lower than district average.

Graduation Rate

- English Learners - 85.9%
- Low SES - 93.1%
- Foster Youth - N/A as group is too small

The above student groups are below the GUSD graduation rate for all students.

Reclassification Rate - 11% reclass rate was a drop to 2021 - 2022 of 18.3%

Long Term English Learners rate increased from 10.3% (1,138 students) in 2020 - 2021 to 11.1% (1180) to 2021 - 2022.

52% of English Learner students are making progress in 2021 - 2022 towards proficiency.

GUSD will continue the implementation of the actions in the LCAP and monitoring of progress towards the goals.

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

There is a material difference between our 2022-23 budgeted expenditures and our estimated actual expenditures for Goal 1 -Maximize Student Achievement: Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.

GUSD budgeted for \$69,937,165 for Goal 1 and all actions for 2022 - 2023. Estimated actual expenditures showed that GUSD expended \$90,713,514.

Most notable material differences:

Goal 1 Action 1.2 - Instruction related services for special education. GUSD expended \$15,495,392 more than budgeted. Increase was due to a very unanticipated sharp increase in 2023-24 Non-Public Schools/Agency usage, thereby greatly driving up the cost.

Goal 1 Action 1.4 - College, Career, and Life Readiness - GUSD expended \$652,228 more than budgeted.
Goal 1 Action 1.7 - Instructional Support - School Level - GUSD expended \$2,023,633 more than budgeted.
Goal 1 Action 1.8 - Instructional Support - Elementary - GUSD expended \$440,999 more than budgeted.
Goal 1 Action 1.9 - Instructional Support - Secondary - GUSD expended \$261,298 more than budgeted.
Goal 1 Action 1.10 - Academic and Behavioral Support - GUSD expended \$652,039 more than budgeted.
Goal 1 Action 1.12 - Elementary Extracurricular Opportunities - GUSD expended \$256,691 more than budgeted.
Goal 1 Action 1.18 - Instruction related services for Daily HS - GUSD expended \$330,863 more than budgeted.
All noted expenditures in Goal 1 Actions 1.4, 1.7, 1.8, 1.9, 1.12, and 1.18 saw an increase due to certificated and classified salary increases resulting from negotiated settlement

Goal 1 Action 1.19 - Expanded Opportunities- Transportation for Clark Magnet HS - GUSD expended \$417,200 more than budgeted. Increased gasoline and other transportation related costs account for added increase

All actions for Goal 1 continue to be implemented and funded as planned.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 1 Action 1 - Instruction and Professional Development - The Teaching & Learning Department developed professional development opportunities for the 2022-23 school year focused on strengthening in-person academic instruction, addressing unfinished learning gaps, social emotional wellness of both teachers and students, culturally responsive and equitable instructional practices, and Schools on the Move Collaborative Inquiry Cycles. Three main PD strands were offered with multiple sessions throughout the year to develop deeper understanding and opportunities for collaboration. A 4 day summer conference launched the initiatives including 60 sessions with 203 individual teachers who attended at least one session. The six areas of focus were:

- Literacy Practices for All Learners
- Applied Learning
- Engaged Learners
- Learning for Justice
- Educational Technology Classroom Applications
- Instructional Planning Collaboratives

The literacy professional development strands for 2022-23 were focused on supporting English Learners in all content areas and building capacity in the Secondary ELA team to build novel unit plans for newly adopted fiction texts.

The Math professional development strands for 2022-23 focused on teaching math conceptually, supporting English Learners, and adjusting to teaching Math in a block schedule for middle and high school.

Districtwide assessments provided critical data for teachers with baseline data at the beginning of the year to help understand gaps in learning due to the pandemic and with mid-year checks to monitor progress. Elementary teachers continue to use i-Ready for both assessment and Tier I intervention lessons while middle and high school expanded the use of the NWEA MAP Growth assessments in Reading and Math. Middle school Math teachers also use the Khan Academy MAP Growth Accelerator as an intervention tool.

GUSD continued offering professional development opportunities for teachers to create more culturally relevant and responsive classroom practices. The district offered opportunities for teachers to explore implicit bias, lessons and resources from Learning for Justice, Holocaust survivor presentations, Genocide Education resources, and equitable grading practices at elementary, middle, and high school.

Site based coaching and support for teachers germane to their Schools on the Move Inquiry & Action Plans were provided to help grade levels and content area teams meet their student achievement goals.

Progress towards this action:

Results for 2021 - 2022

CAASPP Results

All - ELA 61%, Math 52%
EL - ELA - 18%, Math 19%
Foster - ELA - 24%, Math 6%
Low Income - ELA 50%, Math 40%

CAST (all): 43%
EL: 4%
Foster: N/A (group too small)
Low Income: 31%

Goal 1 Action 2 - Instruction Related Services - Special Education - The Special Education Department continues to implement all student IEP goals in accordance with their IEP documents. All staff working on IEP goals are extensively trained upon starting their positions as teachers and support staff. Each teacher has access to Goalbook and the goal bank in SEIS in order to inform their language and align each student's IEP goals to the CCSS. In addition, Goalbook provides SAI teachers with lessons to support the goals and CCSS as well as UDL strategies to advise and guide general education teachers on how to more thoroughly and inclusively assess student knowledge of the CCSS standards. Furthermore, all SAI teachers are assigned a Special Education Teacher Specialist that ensure that training around goals, strategies and accommodations and modifications are implemented. All new teachers participate in the Special Education New Teacher Academy as well as are monitored and mentored to ensure compliance with the IEP document and to ensure their strategies support student progress.

They are also given specific professional development opportunities in the areas of:

Evidence-Based Practices (EBP), building student independence, Social Skills and pragmatics, the implementation of assistive technology in the classroom, the use of visuals to deescalate behaviors and engage students in the learning process, generalization of speech and language and occupational therapy strategies and their impact in the classroom setting, how to implement accommodations and modifications to the curriculum to ensure access to instruction, the importance of learning through play for Preschool/TK and Kinder students, building healthy relationships, Antecedent and Consequence based strategies to ensure access to students with behavior challenges, Trauma informed care in the schools and how the Pandemic has influenced mental health, understanding disabilities and how those impact students in the classroom.

GUSD has continued and intends to continue to implement BeyondSSTOnline program to ensure that interventions are implemented prior to making a Special Education Referral.

We are also carefully monitoring our referral and assessment processes with regard to ethnicity to ensure appropriate referrals and identification of Latinx students into Special Education.

Goal 1 Action 3 - English Learner Support - Professional development to support English Learners for the 2022-23 school year focused on newcomer & emerging ELD curriculum and instruction as well as integrated ELD and GLAD strategies for elementary and secondary teachers. Teachers participated in series of in-day and after school professional learning sessions focused on implementation of a new Emerging ELD Curriculum, a new Newcomer ELD curriculum, and best instructional practices. An influx of non-English speaking newcomer students during the year presented challenges for educators working to implement new curriculum while needing to diagnose language needs and supports concurrently. The newly adopted curricula is more closely aligned to both Common Core State Standards and the ELD Standards. All Designated ELD teachers were observed by the Director of Teaching and Learning and ELD Teacher Specialist to determine strengths and build the capacity of instructors to support co-learning teams at sites.

All English Learners are administered the ELPAC annually to measure their progress on language development. The Summative and Alternate Summative ELPAC testing window opened on February 1, 2023. As of April 19, 2023, 40.53% of our English Learners have completed the Summative ELPAC and 58.82% of students with significant cognitive disabilities have completed the Alternate Summative ELPAC. Of the 5,384 English Learners enrolled in 22-23, 602 students have reclassified this year for a reclassification rate of approximately 11%. We are monitoring students who have reclassified for four years following reclassification.

Goal 1 Action 4 - College and Career Readiness - GUSD CTE, offers 27 High School Pathway courses across 12 industry sectors and 18 middle school pathway courses that align to high school pathway programs: Arts, Media and Entertainment, Fashion and Interior Design, Business and Finance, Education, Child Development and Family Services, Hospitality, Tourism and recreation, Building and Construction Trades, Health, Science and Medical Technology, Information and Communication Technologies, Engineering and Architecture, Manufacturing and Product Development, Transportation and Public Services. Additionally, GUSD offers after-school CTE extended learning opportunities as well as summer work based learning programs, including but not limited to internships, externships and summer academies. Currently, we have internships with Glendale Memorial Hospital, Jet Propulsion Laboratory, Pacific BMW, and Mission2Math.

A CTE pathway is a sequence of two or more CTE courses within a student's career interest. All CTE courses support the Common Core and CTE Model Curriculum Standards (MCS) and are adopted based on EDC § 51226. To ensure students are college, career and life ready, all CTE pathway courses include student work based learning opportunities. GUSD CTE courses fulfill the "a-g" subject-area requirements of the University of California and the California State University and may lead to community college articulated credit, an industry-recognized credential, a certificate, or preparation for a degree at the postsecondary level.

The CTE program follows the 12 elements of a high quality CTE program and receives input from industry professionals through advisory committee meetings. The primary representatives for the district CTE advisory committee and the industry representatives on the committee are approved through the board of education and yearly advisory meetings are conducted by specific industry sectors. Industry partners help to ensure the continued relevance of CTE programs and build pipelines of skilled workers.

68% of middle and high school students are enrolled in CTE courses for the 2022-23 school year. Additionally, GUSD has 150 students enrolled in the early college academy at Hoover High School and the first cohort graduated last year in 2022 with over 45 college units completed. GUSD launched the Cloud Computing and Computer Science Academy at Glendale High School in 2021 and currently has 30 students enrolled and 55 applications for next year. CCCS students work on earning their Amazon Web Services credentials and Computer Science Certificate. Additionally, GUSD has offered 30 dual enrollment classes for high school students with over 500 students who enrolled with a over 89% pass rate for the college classes.

Goal 1 Action 5 - Educational Technology - GUSD continues to provide technology access to students with a 1:1 ratio student to device (computers/chromebooks). Timely technology device maintenance (computer/chromebooks) is provided to staff and families to ensure student access to technology. GenYes classes prepare students to assist with computer/technology support and repairs.

In 2021-22, the SAMR program continued with two cohorts. Cohort 1 from 2020-21 builds their capacity through a 3-part training focused on leadership and peer observation/feedback, while Cohort 2 advances their understanding of effective instructional technology use through a 6-part training that includes Google certification and leading professional development. In 2022-23, we updated the program with the T3 Fellowship, which takes learning to the next level with lesson observations and lesson videos to share with other teachers. In 2021-22, we added a second cohort for the SAMR initiative, a teacher leadership training program designed to build teacher capacity with instructional technology and leadership on campus. In 2022-23, the program evolved to add the next phase of instructional technology implementation and leadership using the T3 framework, which applies translational, transformational, and transcendent uses of technology in the classroom. Participating teacher leaders built on their understanding of SAMR to develop advanced learning opportunities for their students and shared their experiences with other teachers in the district through observations, video releases, and online resources.

Goal 1 Action 6 - Gifted and Talented Education - The GUSD Gifted and Talented Education (GATE) Task Force has recommended the Naglieri Nonverbal Ability Test (NNAT3) as a universal screening tool to determine student eligibility for GATE services. Upon administration of the test, the GATE Task Force will evaluate implementation and outcomes and make necessary modifications to the procedures. For students whose scores do not automatically qualify them for the GATE identification but still scored within a high percentile range, a multidimensional review is conducted. This review includes a site administrator, the site GATE coordinators, and district GATE teacher specialist. The GATE Task Force team coupled with the Teaching and Learning department will also engage in determining effective differentiation practices and tools to support instruction of GATE students, and on methods for building capacity for teachers in working with this student group.

Goal 1 Action 8 - Instructional Support (Elementary) - For the 2022 -2023 school year the district hired 31 additional teachers to address the increase in enrollment due to an increase in our newcomer student population. New hired teachers allowed for targeted instruction time for English learners, low income, and foster youth, and students who were impacted by the pandemic learning environments.

Currently 20.52% of all students met or exceed standards on the CAST assessment.

19.26% of Economic disadvantaged students met or exceeded the standard,

2.44% of English-Language learners met or exceeded the standard, and

12.67% of students who are identified as homeless met or exceeded the standard.

The elimination of split classrooms lowered the overall class size ratio which allowed more opportunity for student to teacher interactions to close the achievement gaps of our most needy students.

Goal 1 Action 9 - Instructional Support (Secondary) - Block schedules were developed at all Middle and High Schools in GUSD along with an increase from a six period standard schedule to a seven period standard schedule. District leadership worked collaboratively with the Glendale Teachers Association to establish a basic framework for a block schedule and then site leaders worked with their teachers leaders to develop site specific schedules that best met the needs of their communities. Resources were shared widely with best practices for teaching in a block schedule. Professional development on best practices was offered in the summer and throughout the school year including specific professional development for Math teachers.

The block schedule and seven period day changes are especially beneficial for English Learners, Low Income, and Foster Youth because the added period enables additional elective opportunities and engagement in courses that build connections to the school community.

The block schedule further enables these students to have deeper learning experiences and interactions with peers in the class as the longer period allows for more activity and project based learning experiences. Block scheduling thrived in the 2022 - 2023 school year and will continue for the 2023 - 2024 school year. The increased course access has ensured that English learners have the greater opportunity for elective courses developing a broad experience with the varying learning experiences, including CTE, Visual and Performing Arts, World Languages, etc. The block schedule has created an expanded learning time for students allowing the teacher the opportunity to provide the additional individualized support necessary during the guided and independent practice following the lesson. The 7-period block schedule offers significant benefits for teachers. Students have more time to collaborate and engage in more project based learning and teachers can personalize instruction. In a survey, over 80% of teachers reported that they are implementing several best practices including limiting time spent lecturing, varying activities throughout the block, using station rotations, and adjusting pacing of content.

Goal 1 Action 10 - Academic and Behavioral Support - GUSD provides behavioral assistants in classrooms across the district at all levels - elementary, middle and high schools to lower the class size ratios and ensure that inclusive practices are implemented at the school sites. Assistants are able to individualize strategies and accommodate instruction to ensure that students accessing the general education curriculum have full access and are able to successfully complete tasks. During the 2022-2023 school year, GUSD has 295 district behavioral/instructional assistants and 360 agency assistants to provide support across the GUSD in general education and special education classes.

Districtwide assessments provided critical data for teachers with baseline data at the beginning of the year to help understand gaps in learning due to the pandemic and with mid-year checks to monitor progress. Elementary teachers use ESGI diagnostic assessments to determine skills at entry. Elementary teachers continue to use i-Ready for both assessment and Tier I intervention lessons while middle and high school expanded the use of the NWEA MAP Growth assessments in Reading and Math. Middle school Math teachers also use the Khan Academy MAP Growth Accelerator as an intervention tool. Teachers at all levels were offered professional learning opportunities in GLAD strategies, differentiation for ELLs, small group instruction, maximizing the instructional block at the secondary level, & engagement strategies with the express goal of closing achievement gaps for all learners.

Based on these actions, we expect a closing of the gap between the overall district scores and the scores for English learners, low income and foster youth by at least 3% per year as measured by the CAASPP scores in ELA and Math, CAST scores, and graduation rates.

CAASPP (all): 61% ELA, 52% math
CAASPP (EL) 18% ELA, 19% math
CAASPP (Foster) 24% ELA, 6% math
CAASPP (low SES) 50% ELA, 40% math

CAST (all): 43%
EL: 4%
Foster: N/A (group too small)
low SES: 31%

Grad rate (all): 94.3%
Grad rate (EL): 85.9%
Grad rate (Foster): N/A (group too small)
Grad rate (low SES): 93.1%

Goal 1 Action 11 - Expanded Learning Opportunities - Addressing the opportunity gaps that exist among students is essential for providing equitable education. Unfortunately, research shows that students from low-income families typically have fewer educational opportunities than their middle and upper-income peers. To ensure continuous instructional support that goes beyond the instructional day and year, the GUSD provides expanded learning opportunities to low-income students in the form of Saturday school, summer learning camps, and before and after school tutoring. These programs focus on acceleration and enrichment, while strengthening students' sense of connection and belonging to school. Additionally, GUSD consistently offers summer programs for remediation or credit recovery at middle and high schools and courses for acceleration are also offered for middle and high schools on a limited basis as the budget allows. We expect that low income students to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually.

Based on these actions, we expected our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years. For the 2022 - 2023 school year, we have 52% making progress. This is a decrease.

We expected that low income students will increase their performance on the iReady district wide diagnostic (elementary) and the NWEA MAP diagnostic (secondary) as follows:

The i-Ready percentage of low income students who scored on or above level in reading will increase from 57% (Spring 2021) to 65% (Spring 2022). Results for the 2022 - 2023 school year is 27% (Spring 2023) This is a decrease.

The i-Ready percentage of low income students who scored on or above level in math will increase from 53% (Spring 2021) to 61% (Spring 2022). Results for the 2022 - 2023 school year is 16% (Spring 2023) This is a decrease.

The i-Ready percentage of foster youth who scored on or above level in reading will increase from 50% (Spring 2021) to 58% (Spring 2022). Results for the 2022 - 2023 school year is 13% (Spring 2023) This is a decrease.

The i-Ready percentage of foster youth who scored on or above level in math will increase from 13% (Spring 2021) to 20% (Spring 2022). Results for the 2022 - 2023 school year is 8% (Spring 2023) This is a decrease.

The NWEA MAP percentage of low income students who scored average, high-average, or high in reading will increase from 53% (Spring 2021) to 61% (Spring 2022). Results for the 2022 - 2023 school year is 21% (Spring 2023) This is a decrease.

The NWEA MAP percentage of low income students who scored average, high-average, or high in math will increase from 56% (Spring 2021) to 64% (Spring 2022). Results for the 2022 - 2023 school year is 39% (Spring 2023) This is a decrease.

The NWEA MAP percentage of foster youth who scored average, high-average, or high in reading will increase from 36% (Spring 2021) to 44% (Spring 2022). Results for the 2022 - 2023 school year is 20% (Spring 2023) This is a decrease.

The NWEA MAP percentage of foster youth who scored average, high-average, or high in math will increase from 9% (Spring 2021) to 20% (Spring 2022). Results for the 2022 - 2023 school year is 20% (Spring 2023) This is a decrease.

For the summer of 2023, GUSD will be able to expand summer opportunities at all levels to include elementary remediation programs paired with enrichment experiences. Middle and high schools also expanded course offerings to include enrichment classes for students. These services were targeted to English learners, low-income, and foster youth to provide in-person experiences for them, along with other students, to support both academic and social-emotional needs. By providing these expanded learning opportunities, the GUSD hopes to close the opportunity gap and provide equitable education for all students. Title 1 funding continues to be used to add a specialist at the middle school to help with LTEL progress monitoring. GATE funding was used from EAFE to supplement site based GATE enrichment activities for students including ELs/Low Income/Foster.

Goal 1 Action 12 - Elementary Extracurricular Opportunities - As a means of supporting the whole child, it has been demonstrated that involving students in school activities and fostering connections with adults and peers is crucial to their development. Unfortunately, low-income students often face challenges in accessing these opportunities due to the adversities their families face, including time, cost, and access. To address this issue, the GUSD has taken steps to offer extracurricular activities at the elementary level, including music and chorus, sports, and technology. These activities are aimed at increasing student connectedness to school, particularly for English learners, low-income, and foster youth.

To address this issue, all schools provided tier I and tier II academic support during the school day and after school interventions. Schools used site-based funds, ELO funds, and Title I/II funds to provide opportunity for academic recovery, enrichment/extension, and targeted instruction for English learners.

Actions include:

- 1) Providing a variety of extracurricular activities at the elementary level, including music and chorus, sports, and technology, to increase student connectedness to school.
- 2) Offering activities before and after the regular school day to allow for maximum participation.
- 3) Targeting English learners, low-income, and foster youth to ensure they have access to these activities.
- 4) Administering student surveys to measure the sense of belonging and connectedness to school.
- 5) Analyzing student survey data to assess the effectiveness of these extracurricular activities in promoting student connectedness and a sense of belonging.
- 6) Setting annual achievement goals for low-income students based on the CAASPP in ELA and mathematics to close the achievement gap by 3% annually.
- 7) Monitoring student achievement data to track progress towards closing the achievement gap.
- 8) Providing additional academic support and resources for low-income students as needed to ensure their success in academic achievement.
- 9) Continuously assess and improve the extracurricular programs to meet the needs of the students and increase their engagement in school.

Based on these actions, we expected low income and foster youth to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close

achievement gaps by 3% annually.

Results for 2021 - 2022

CAASPP Results

All - ELA 61%, Math 52%

EL - ELA - 18%, Math 19%

Foster - ELA - 24%, Math 6%

Low Income - ELA 50%, Math 40%

Results from 2021-2022 indicate we have not hit pre-pandemic scoring levels.

Goal 1 Action 13 - Elementary Library/Media Education - As an organization committed to equitable education, GUSD strives to ensure that all students have access to rigorous and technology-rich learning experiences. Specifically, we recognize the unique needs of English learners, low-income, and foster youth at the elementary level, who may not have the same opportunities outside of the school system. To address this, GUSD has taken the following actions:

- * Hire and place library aides and multimedia technology specialists at each elementary school to create a literacy and technology-rich learning environment for English learners, low income, and foster youth.
- * Provide supplemental support staffing to ensure that students have ample access to the school library and media center where they can obtain information and resources that best support their learning.
- * Develop and implement strategies to integrate technology into learning opportunities for English learners, low income, and foster youth.
- * Collaborate with teachers to design and deliver high-quality instruction that incorporates technology to meet the needs of English learners, low income, and foster youth.
- * Evaluate and improve the effectiveness of the literacy and technology-rich learning environment and support provided to English learners, low income, and foster youth through ongoing data collection and analysis.
- * Monitor and report on progress towards closing achievement gaps and improving overall proficiency and growth for English learners, low income, and foster youth using CAASPP ELA and Math performance and language proficiency on the Summative ELPAC.
- * Continuously seek feedback from students, families, and community members to ensure that the literacy and technology-rich learning environment meets the needs of English learners, low income, and foster youth.
- * Develop partnerships with community organizations and businesses to provide additional resources and opportunities for English learners, low income, and foster youth.
- * Provide professional development opportunities for library aides and multimedia technology specialists to enhance their knowledge and skills in supporting the needs of English learners, low income, and foster youth.
- * Celebrate and recognize the achievements of English learners, low income, and foster youth in the literacy and technology-rich learning environment to promote a positive and inclusive school culture.

Effectiveness in this action can be seen in the Student English Language Acquisition Results in the California Dashboard rate. This is the percentage of students making progress towards English Language Proficiency per ELPI score. In 2021 - 2022, 52% of students were making progress. Effectiveness can also be seen in the Reclassification rate. As of May 2023, GUSD reclassified 602 students out of 5,384 students. This equates to a rate of 11.18%.

Goal 1 Action 14 - Instructional Technology Support- As of April 20, 2023, 11,626 Chromebooks and 1,439 hotspots have been checked out to English Learners, low income and foster youth.

The Education Technology and Instruction Support (ETIS) Department continues to work together with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support the language acquisition of English Learners and academic progress of low income and foster youth. Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of technology to enhance instruction.

Teacher specialists in ETIS continue supporting other departments in serving the parents and families of English learners, low income and foster youth to secure access and use of technology and the internet. This includes presentations at parent engagement events and one-on-one support as needed.

Goal 1 Action 15 - Instructional Support - English Learner - Professional development to support English Learners for the 2022-23 school year focused on supporting the implementation of newcomer/emerging ELD curriculum and supporting the development of integrated ELD structures/strategies in all content areas. Teachers participated in full day sessions focused on practical implementation of best practices with time to put practices into action and debrief and refine practice. Summer programs continue to be offered for English Learners with a variety of options to meet student needs. Additional supports in the form of Guided Language Acquisition and Design

trainings support teacher skill building in effective instructional practices for both LTELs and ELLs.

ELD Summer School sessions are planned for Summer 2023, implementing the English 3D curriculum for middle school students and high school students at the emerging level. High school English Learners at the Expanding and Bridging level will be provided designated ELD instruction as a push-in/pull-out model during their summer school English classes to allow students to make up English credit needed towards graduation.

Two Emerging ELD programs were piloted during the summer and Fall of 2022. The process to select a new program was completed in the Spring of 2023 for full implementation during the 2023-24 school year including professional development for ELD teachers implementing the program.

EAFE District Teacher Specialist and T&L team provided professional development on improving outcomes for newcomers and LTELs. Newcomer and LTEL instructional strategies were shared with teacher specialists during monthly meetings and during faculty meetings at some school sites.

Of the 5,384 English Learners in GUSD, 718 students are currently identified as Long-Term English Learners (LTELs). Teacher specialists at each school site have identified the students who are LTELs and are working with teachers to implement interventions as appropriate for student needs. The EAFE Department coordinator and Title III teacher specialist met with each school site administrator and teacher specialist to review LTEL data and resources from the English Learner Roadmap on improving student outcomes for LTELs. Protocols were established for providing Language Appraisal Team (LAT) meetings for students who are not making sufficient academic progress. Summer programs were offered to support student growth toward meeting grade level standards. Super tutors supported students in both summer school and throughout the school year. Super tutors were trained to maximize their impact in supporting English Learners.

Based on these actions, we expect that newcomers will be better prepared to participate in academic content classes, as demonstrated by the increased percentage of students advancing performance levels on the ELPAC. We expect the number of LTELs who reclassify to increase and the overall percentage of LTELs will decrease.

Progress update towards this goal and action:

21-22: 11.1% LTEL (1,180)

20-21: 10.3% LTEL (1,138)

Goal 1 Action 16 - English Learner support in Dual Immersion - The District continues to provide support for English language learners enrolled in the dual language immersion program. Professional development for teachers in dual language immersion programs received specific training in strategy based instruction and productive language goals, use of authentic materials, and standards based language acquisition strategies. Through both designated and integrated language instruction, students have the opportunity to interact with English in meaningful ways that are appropriate for their levels of proficiency.

In the 2022-23 school year, there were 729 ELs in the dual language immersion program in TK through 8th grades. As of 8/1/2022, 75 students or 10% were reclassified as English Language Proficient. Out of the 220 English Learners in DLI programs who took the CAASPP assessment last year, 39 students or 17% met or exceeded standards for English Language Arts. (CAASPP data was not available from the spring of 2021 for testing grade levels between TK-8th) for comparison purposes.

Goal 1 Action 17 -Expanded Opportunities - Advanced Placement Exams- Students who meet the qualifications for Free /Reduced Lunch qualify for college application and SAT/ACT fee waivers and reduced AP exam fees (only \$5). They simply provide verification to the APs office to reduce the exam fee. Counselors and administrators advertise these fee waivers and reductions during informational sessions and on the school website. There are also visits to classrooms to inform students about these opportunities and a campaign about free and reduced lunch at the beginning of the year. For the 2022 - 2023 AP administration, 4694 AP exams were taken and 3,179 received a passing score for a pass rate of 68%. This equates to a 1% increased compared to 2022. The number of exams also represents an increase of 342 exams compared to 2022, an 8% increase. The exams covered 36 different subjects.

Goal 1 Action 18 -Instruction-related services for Daily HS- All English Learner students are enrolled in both the English course(s) they need and an English language support class. All students are given the opportunity to attend individual tutoring sessions to get help with assignments in any course. All students, including ELL and low income students, are included in college and career preparation classes, meetings, and activities.

Progress update towards this goal:

	All students	EL only	Foster youth only	Low-SES only
Daily High grad rate for 2022	73%	71%	No Data	73%
Daily High grad rate for 2021	65%	66%	No Data	65%

There are increases noted in EL and Low-SES.

Goal 1 Action 19 -Expanded Opportunities - Transportation for Clark Magnet HS - Qualified Clark Magnet High School students are offered free bus transportation to and from school. Every day 17 buses begin picking up students from various strategically chosen stops throughout the city. These locations are chosen based on proximity of

the majority of the students residences, in order to make the travel to the pick up location convenient. Moreover, student athletes who join their homeschool teams are transported to their home schools every day. For 2022-23, 58% of Anderson W. Clark Magnet High School's enrollment qualified for the federal free and reduced meal program, the metric identifying low income students. This is an increase of 5% from the 53% for the 2021 - 2022 enrollment numbers. More students who qualified for the federal free and reduced meal program also were given access to bus transportation via this action.

Goal 1 Action 21 -Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1) - The Super Tutor program continues to offer academic supports to students at four high schools and one middle school. There are nearly 100 Super Tutors serving students in a variety of subject areas. The tutoring is currently done in-person. In 2022, we launched a website that will simplify the process of identifying tutoring availability by day and subject. From October 1, 2022 to March 8, 2023, the site has had 1,200 unique users visiting the website, 6,700 total website visits, and 21,000 total events (searches and filters). These numbers suggest that students are taking advantage of the program in high numbers. Our biggest challenge is ensuring that all sessions offered are being well-attended. We continue to advertise to increase attendance.

Successes for year 2 include : High school graduation rate saw a significant increase to 94.1% as compared to our baseline data of 89.4%. AP Pass Rate is at 67% compared to baseline reported data of 57% in 2019 - 2020. Successful completion of adoption of all new course content instructional materials over the last 4 years. Site based coaching and support for teachers germane to their Schools on the Move Inquiry and Action Plans provided guidance to grade level and content area teams. Successful professional development to support English learners that was focused on newcomer and emerging ELD curriculum, a newcomer ELD curriculum and best instructional practices. A change in school board policy for reclassification allowed for a total of 602 students to be reclassified for a rate of 11%. Block scheduling continues to provide benefit to English Learners, Low Income, and Foster Youth because the added period enables additional elective opportunities. There are currently 729 English Learners in the dual immersion program in TK through 8th grades. The reclassification rate of English learners saw a slight increase.

Challenges for year 2 include: This year saw a total of over 1400 Newcomer English learners to our district that impacted every school site. With larger numbers of newcomer students arriving each year, there is a greater responsibility to provide support for the students who have recently immigrated from a wide variety of circumstances.

There is an increased need to find more full-time translators and also possibly expand services from the GUSD Welcome Center.

Staffing and filling of vacancies in the certificated and classified areas still prove to be a challenge. CAASPP Data for the 2021 - 2022 showed variances throughout when compared to our baseline data of 2018 - 2019 data. Increased scores on academic assessments, improved grades, performance benchmark progress, as well as graduation data, were metrics we hoped to realize in Goal 1. We have seen slight decreases in the percentage of students who meet or exceed standards in English Language Arts per CAASPP and also seen slight decreases in the percentage of students who meet or exceed standards in Mathematics per CAASPP. CTE Pathway completion saw a decrease. We also saw decrease in EAP for ELA: % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met) and EAP for Math: % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met)

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

GUSD will continue to implement the actions during the 2023 - 2024 school year and will make any necessary adjustments to the actions based on the results of the end of the year student data and input for education partners.

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

Goal

Goal #	Description
2	Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.

An explanation of why the LEA has developed this goal.

To promote student success, GUSD continues to create a student-centered and inclusive school experience that promotes academic achievement, student agency, advancement, and a sense of belonging for all. Each school's culture and climate must be conducive to learning, embrace diversity, and encourage socioemotional development.

Specifically:

- The Student Wellness Services (SWS) Department will continue to expand its supports to reduce chronic absenteeism, and support the implementation of Positive Behavior Intervention and Supports (PBIS).
- GUSD will continue to provide expansive socioemotional learning and support through a multi-department effort, including Student Wellness Services (SWS), Teaching and Learning (T&L), and Innovation, Instruction, Assessment, and Accountability (IIAA).
- GUSD will continue to gather input and build strong relationships with educational partners through the use of various communication opportunities, tools and surveys.
- GUSD will continue to build on its success with restorative practices, a program that provides all adults and students on campus the opportunity for dialogue, correct the wrong, restore the wrong that was done.
- GUSD will continue to support students at the secondary level with support from guidance counselors and psychological support providers.

This LCAP section reflects Goal 2 of GUSD's Board Priorities, which aims to:

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase parent and family engagement opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate	96.6% in 2020-21 per District SIS/Q	93.74% in 2021-22 per District SIS/Q (based on P-2 submitted in April for up to month 7 ADA)	2022-23 based on the recently calculated and submitted P-2 is 94.37%		98.1%
Chronic Absenteeism Rate	6.3% in 2019 per CA School Dashboard	2.89% in 2020-21 per CALPADS report 14.1	19.49% in 2021-22 per CALPADS report 14.1		0.3%

		(1.74% between 10-20% absent and 1.15% over 20% absent)	(15.5% between 10-20% absent and 4% over 20% absent)		
Middle School Dropout Rate	0.66% (12/1830) in 2020 per CALPADS	0.38% (7/1864) in 2021 per CALPADS	0.5% (8/1716) in 2022 per CALPADS report 1.24 (8th grade denominator)		maintain at 0%
High School Dropout Rate	1.9% in 2020 per CALPADS	1.53% in 2021 per CALPADS	1.7% in 2022 per CALPADS report 1.24 (denominator includes 12th and 13th)		0.9%
Expulsion Rate	0% in 2019-20 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?cds=1964568&aggllevel=District&year=2019-20&initrow=Eth&ro=y)	0% in 2020-21 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2020-21&aggllevel=District&cds=1964568)	0% in 2021-22 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?cds=1964568&aggllevel=District&year=2021-22&initrow=Eth&ro=y)		maintain at 0%
Suspension Rate	1.6% in 2019-20 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cds=1964568&aggllevel=District&year=2019-20&initrow=&ro=y)	0.2% in 2020-21 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2020-21&aggllevel=District&cds=1964568)	2.3% in 2021-22 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cds=1964568&aggllevel=District&year=2021-22&initrow=&ro=y)		0.1%
PBIS major/minor incidents (SWIS)	Major: 1455 Minor: 3505 2020-21	Major: 853 Minor: 1271 2021-22	Major: 1943 Minor: 3912 2022-23		Major: 600 Minor: 1000 The desired outcomes for 2023-2024 were adjusted based on the 2022-23 outcomes.
Percentage of favorable outcomes on Panorama survey for grades 4 and 5	Emotion Regulation 45% favorable Growth Mindset 61% favorable Self-Efficacy 61% favorable Sense of Belonging (connectedness) 70% favorable Social Awareness	Emotion Regulation 42% favorable Growth Mindset 61% favorable Self-Efficacy 59% favorable Sense of Belonging (connectedness) 63% favorable Social Awareness 67%	Emotion Regulation 44% favorable Growth Mindset 62% favorable Self-Efficacy 61% favorable Sense of Belonging (connectedness) 63% favorable Social Awareness 67% favorable School Safety 64%		Emotion Regulation 54% favorable Growth Mindset 70% favorable Self-Efficacy 70% favorable Sense of Belonging (connectedness) 79% favorable Social Awareness 79% favorable School Safety 72% favorable

	70% favorable Spring 2021	favorable School Safety 64% favorable Spring 2022	favorable Spring 2023		
Percentage of favorable outcomes on Panorama survey for students in grades 6-12	Emotion Regulation 49% favorable Growth Mindset 54% favorable Self-Efficacy 49% favorable Sense of Belonging (connectedness) 43% favorable Social Awareness 64% favorable Spring 2021	Emotion Regulation 48% favorable Growth Mindset 54% favorable Self-Efficacy 52% favorable Sense of Belonging (connectedness) 41% favorable Social Awareness 62% favorable School Safety 58% favorable Spring 2022	Emotion Regulation 50% favorable Growth Mindset 55% favorable Self-Efficacy 54% favorable Sense of Belonging (connectedness) 42% favorable Social Awareness 62% favorable School Safety 55% favorable		Emotion Regulation 58% favorable Growth Mindset 63% favorable Self-Efficacy 58% favorable Sense of Belonging (connectedness) 52% favorable Social Awareness 73% favorable School Safety 72% favorable
% of parents who express satisfaction with their opportunities to participate in decision making processes and programs (School Planning Survey question #10 "Parents are given the opportunity to be involved in decision-making and leadership roles. ")	76% Strongly Agree & Somewhat Agree	65.7% Strongly Agree and Somewhat Agree	69% Strongly Agree and Somewhat Agree (from "2023 Annual Survey")		85%
% of parents who express satisfaction with their opportunities to participate in training to support student learning (School	66.5% Strongly Agree & Somewhat Agree	55.8% Strongly Agree and Somewhat Agree	59% Strongly Agree and Somewhat Agree (from "2023 Annual Survey")		70.5%

Planning Survey question #8 "Parent meetings are focused on training for parents to help support student learning. ")					
% of parents who express satisfaction with their opportunities to be informed of their child's progress (School Planning Survey question #2 "The school keeps me well informed of my child's progress. ")	88.7% Strongly Agree & Somewhat Agree	81.8% Strongly Agree and Somewhat Agree	85% Strongly Agree and Somewhat Agree (from "2023 Annual Survey")		97.7%
Sense of Safety Student data from Panorama Survey Parent data from Parent Survey Staff data from Staff Survey	Students: 64% favorable (4-5), 58% favorable (6+) Parents: 82.3% favorable Staff: 75% favorable Established in 2021-22	Students: 64% favorable (4-5), 58% favorable (6+) Parents: 82.3% favorable Staff: 75% favorable Spring 2022	Sense of Safety: Parents: 76.2% favorable; Students: 64% favorable (4-5), 55% favorable (6th +); Staff: 71% favorable Spring 2023		Students: 72% favorable (4-5), 66% favorable (6+) Parents: 90% favorable Staff: 82% favorable
Sense of Connectedness Student data from Panorama Survey Parent data from Parent Survey Staff data from Staff Survey	Students: 63% favorable (4-5), 41% favorable (6+) Parents: 69.2% favorable Staff: 70% favorable Established in 2021-22	Students: 63% favorable (4-5), 41% favorable (6+) Parents: 69.2% favorable Staff: 70% favorable Spring 2022	Sense of Connectedness: Parents: 71.4% favorable; Students: 63% favorable (4-5), 42% favorable (6th +); Staff: 70.4% favorable Spring 2023		Students: 71% favorable (4-5), 51% favorable (6+) Parents: 77% favorable Staff: 78% favorable

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Services	GUSD students who are in foster care or are experiencing financial hardship require additional systemic support to decrease barriers that make it difficult for these students to succeed academically. They need attendance support to decrease absenteeism which	\$993,835.00	Yes

		<p>makes it difficult for them to acquire consistent education and cultivate strong peer relations. The Student Wellness Services (SWS) Department staff provide early interventions to reduce chronic absenteeism for low income and foster youth.</p> <p>The SWS staff monitor students' attendance who are in foster care or experiencing financial hardship to identify students who need support in improving their attendance. Staff make weekly phone calls to parents, whose child is exhibiting attendance issues, to identify the student needs and provide additional support to the students and their families. The interns assigned to each school meet with students with chronic absenteeism individually to provide additional support based on the student and their family's needs. Additionally, the SWS department provides families with food resources to assist them in meeting basic needs. The SWS staff links students and their families to the various agencies in the community to provide interventions and supports to address food insecurity, sheltering, clothing, and more.</p> <p>This action supports GUSD's efforts in creating a comprehensive system to engage students and families, and in offering a learning environment where every student and family feels connected and supported, and resources and opportunities are provided equitably.</p> <p>Based on the support provided, the chronic absenteeism rate for low income and foster youth will decrease by 1% a year from 6.3% to 3.3% over three years and student engagement in school activities and academic achievement will increase (CAASPP math up 2% a year from 54% to 60% and ELA up 2% a year from 64% to 70%).</p>		
2	Health and Wellness Services	<p>Social Emotional Learning and Support are at the forefront of everyone's work in GUSD. The Student Wellness Services (SWS) Department staff work closely with each school's administrative team to ensure that all students and families receive the supports needed. SWS Department also provides social work supervisors to provide guidance, training, and assistance to social work interns. Individual and group counseling, parent support groups, social emotional support through psychological service providers are offered based on identified needs. Additional psychological service providers support all schools with individual and group counseling and parent support groups. The foster/homeless counselor provides academic, attendance, social emotional, and support services limited to unduplicated students and families.</p> <p>The students who are in Foster Care or experiencing financial hardship require social and emotional support more than ever before. These families have been significantly impacted by the situations resulting from the pandemic due to their socioeconomic challenges, language barriers, and unstable home environments. The students in Foster Care or experiencing financial hardship face many challenges that affect their mental health; thus, there is a need to provide mental health services to these students.</p>	\$1,490,753.00	Yes

		<p>The SWS staff (psychological services providers and interns) conduct strengths based, culturally competent individualized intakes and assessments to identify the critical needs and provide appropriate supports. They provide individual counseling that focuses on mutually agreed upon treatment objectives. They also provide rehabilitative services to students which might include assistance in restoring or maintaining a student's functional skills, daily living skills, social skills, and linking up to needed community services and support resources. Group counseling focuses on topics such as social skills, motivational skills, anger management skills, etc. Staff collaborate closely with students' parents and the educational team, and conduct parent workshops to ensure the families are empowered with skills and supported alongside their child.</p> <p>Based on the actions provided, there will be continued improvement in students' social and emotional well being, improved peer relations, improved school attendance, and greater academic functioning as measured by student surveys and academic performance measures.</p>		
3	Parent Engagement/Outreach	<p>Families of English learners, low income, and foster youth greatly benefit from opportunities that connect the family to the school and to various resources and supports offered through the district and the community. Increased family engagement has a significant impact on the academic progress of the student (Hattie effect size .42). Furthermore, a strong partnership with the families increases student engagement, leading to improved attendance and sense of connectedness. Students who are connected with their school community take advantage of the many opportunities offered at every level of their K-12 career. Although the pandemic has been very challenging for the English learner, low income, and foster youth families, GUSD has continued to provide ongoing services both in-person and remotely to ensure that families remained engaged and connected to their school and the district.</p> <p>Glendale Unified School District houses a Welcome Center that provides services to English Learner families. The service begins with Parent Orientations for all our families including our newcomer refugee families. The Parent Orientation begins at the Welcome Center while the children are administered the English Language Proficiency Assessment for California (ELPAC) to determine their English language proficiency. The Welcome Center holds Parent Orientation sessions for parents of all newly enrolled English learners. The GUSD Welcome Center also provides information about the District, such as how to log on to Parent Portal, how to navigate the GUSD website for digital resources, what is the content of the ELPAC, and more. The GUSD Welcome Center staff speak Armenian, Korean, and Spanish, which are the three languages with the highest representation in the District. These staff members play an important role for parents who need language support, as they can communicate in their preferred language to help assist them. One of the staff members is also proficient in</p>	\$2,146,571.00	Yes

Arabic which provides the added support needed for Arabic speaking families joining our District. The staff members at the Welcome Center follow a protocol that includes introductions, confirmation of information such as verification of school sites, student names, grades, and contact numbers. Some examples of services available to engage our newcomers include applying for Free and Reduced Priced Meals, resources before-during-after school tutoring services, English language class offerings, information about parent meetings and training, childcare, before and after school programs, bus passes, and translation services. Parents are given the name of the contact person at their school site, instructed on how to ask for translation services for meetings, more information on academic and social emotional support for their students, and invited to engage with the Equity, Access, and Family Engagement Department Teacher Specialists for all questions regarding EL growth and monitoring.

The Student Wellness Services (SWS) Department provides services to families of foster youth, starting with the intake process to identify their specific needs, personal, academic, and social-emotional. The students are provided with specific services through the SWS office and at the school level. Counselors are assigned to each school who work closely to support the continuous progress of the foster youth,

Through Equity, Access, and Family Engagement Department and with input from stakeholders, GUSD will develop and implement a robust family engagement program using the California Department of Education's Framework and Toolkit for Family Engagement to support student achievement through partnership with families English learners, low income, and foster youth. Additionally, professional development will be provided to teachers, administrators, and staff on building partnerships with families. Ongoing learning opportunities and forums are offered on topics relevant to the current needs of these student groups to ensure families are informed and empowered.

To ensure that all families have access to these meaningful experiences, GUSD's in-house translators/interpreters will continue to provide consistent language assistance in multiple languages at all in-person events and also through translated documents.

Based on these actions, we expect to see an increase in number of English learner, low income, and foster youth families engagement in district and school level activities. Additionally, we expect that the data for these student groups will demonstrate a decrease in chronic absenteeism and suspension rates, and an increase on CAASPP and the ELPAC for English learners closing the achievement gap by at least 3% compared to the aggregated scores of all students on CAASPP.

The Student Support Services Department provides learning opportunities for students in drug and violence prevention to ensure students' safety and security.

\$807,947.00

No

		<p>To enhance prevention efforts in regard to drugs and violence in GUSD schools, the district is implementing a comprehensive roll out of the Positive Behavior Interventions and Supports (PBIS) program in conjunction with the Los Angeles County Office of Education (LACOE). With a district teacher specialist to guide the implementation, GUSD has phased in the implementation of PBIS over several years with all schools reaching full implementation at the end of the 2023-24 school year. As an additional step during or after PBIS implementation, school staff are encouraged to implement Restorative Practices in their classrooms to further enhance community building. Training in restorative practices will also be coordinated by the district teacher specialist.</p> <p>As a result of implementing comprehensive PBIS programs and Restorative Practices programs on each GUSD campus, students will feel more connected to the adults and other students on campus which will result in lower instances of drug use, violence, and major campus disruptions. The PBIS program enhances systems to track and measure student behavior instances. Using those systems, each school will reduce major behavior incidences, including drugs and violence, by at least 5% per year. These improvements will be reflected on the state dashboard related to suspensions for each subgroup.</p> <p>Restorative practices is a program that provides all adults and students on campus the opportunity for dialogue, correct the wrong, restore the wrong that was done. Students learn how to deal with their issues in positive and productive manner and in majority of cases, solve particular issues for long term.</p>		
5	Health and Wellness Services - Special Education	The Special Education Services (SES) Department staff provides counseling services to students per their IEPs. School psychologists support students and school sites to address the social emotional needs of students. GUSD provides psychological service providers to provide counseling services to students with IEPs in order to access their educational/academic program. In an effort to remain in compliance with students IEPs and legally defensible, additional psychological service providers are need to meet the demands of students' social emotional needs of students to access academic program. GUSD provide additional nurse support for medically fragile students.	\$1,697,255.00	No
6	Communication and Surveys	<p>To ensure an ongoing communication with families, the District will continue the use of the Q student information system, where students and parents are able to access timely student information.</p> <p>Various school and district surveys are administered throughout the school year to gather input from families, students, and staff. These are administered to identify areas of need for districtwide and schoolwide services. Surveys focus on sense of belonging, safety, and trust, among other topics. The outcomes inform district next steps. GUSD will continue the use of</p>	\$273,000.00	No

		<p>the Panorama Survey as well as other locally developed surveys.</p> <p>Furthermore, the district and school websites will continue to be maintained and enhanced to provide families with ample current resources and a centralized location for obtaining information as needed.</p> <p>GUSD utilizes a number of tools and strategies to increase communication and provide multiple opportunities for parents to engage with and benefit from their schools and the district.</p>		
7	Guidance and Counseling	<p>Glendale Unified School District Middle and High School Counselors aim to serve as advocates and visionary leaders to assist students in acquiring the skills, attitudes and beliefs to become lifelong learners and productive members in our society. School counselors provide a multi-tiered system of support that includes culturally-inclusive practices to address the academic, college/career, and personal/social development of all students. School counselors facilitate the comprehensive school counseling program in collaboration with students, parents, teachers, school/district staff and community. As vital members of the educational team, School counselors strive to support all students in finding their purpose and effectively managing future challenges. School counselors assist students with succeeding in school and progressing confidently into a diverse society and in their chosen endeavors.</p> <p>School counselors uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess. School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor’s interaction with others. These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students. And as vital members of the school leadership team, school counselors, create a school culture of success for all.</p> <p>Students complete a four-year plan with a guidance counselor. The plan includes a list of a-g requirements for acceptance to a UC/CSU school. Also, students are provided additional counseling support in the area of college and career preparedness and planning for post-secondary education. Students are exposed to college experience through copus tours, guest speakers, dual enrollment classes, and programs that partner with local colleges.</p> <p>The psychological service providers and site wellness facilitators support the social emotional learning and development of all students. Counseling services are provided to</p>	\$5,553,765.00	No

individuals, groups or parents and families as necessary. The psychological service providers are instrumental in addressing issues such as anxiety, depression, and/or behavior which are inhibiting the child's ability to access their educational program. The services are essential to enhance student success.

To address the increased need for social emotional learning, reengaging students, and building a safe learning environment for all learners, a Wellness Facilitator will be assigned to support GUSD Middle and High Schools and shall act as a resource to students, parents, and school site educational staff. This position will carry out supplemental activities to support well-rounded educational opportunities, safe and healthy students, and improve student wellness for GUSD secondary schools. In addition, they will support teachers in promoting student health and safety. Wellness Facilitators will be on-site and support students with strategies and resources to improve health and provide access to prevention resources and services in areas such as drug use, addiction, gang intervention, healthy relationships and overall California Healthy Youth Act (CHYA) support. The purpose of the Wellness Facilitator is to support an inclusive, respectful learning environment, support social emotional learning opportunities, improve overall student attendance, reduce suspensions, improve behavior, and support all students in making better life choices.

Goal Analysis for 2022-2023

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

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

GUSD continues to successfully implement the actions in Goal 2 : Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff. Effectiveness of implementation of all actions for Goal 2 are addressed in the effectiveness of this analysis.

There are no substantive differences in the planned actions and actual implementation of these actions.

Post-pandemic and post distance and hybrid learning has prompted an increased need for mental health and social emotional support services across all schools and all grade levels.

The Student Wellness Services Department expanded its services with creation of student wellness centers at every high school, middle school, and one elementary school.

Success and Challenges for year 2 include: Families being provided opportunities to share thoughts, and engage in dialogue regarding the education of their children. Families were invited to become active members on PTA, SSC, and ELAC which served as a building ground to serve as members of advisories at the school and district level. Parents of unduplicated students were also invited to participate in educational opportunities and to be a part of title I parent groups. Each parent/guardian of a student with a disability was asked at each Individualized Education Program (IEP) meeting if their involvement helped to improve services and results for their child.

Successes of Goal 2

- Attendance rate increased from 93.74% to 94.37%
- Expulsion rate maintained at 0%

- Panorama Survey data results showed improvements in the following for grades 4 and 5:

Emotion Regulation 44% favorable
Growth Mindset 62% favorable
Self-Efficacy 61% favorable
Sense of Belonging (connectedness) 63% favorable
Social Awareness 67% favorable
School Safety 64% favorable

- Panorama Survey data results showed improvements in the following areas for grades 6 - 12:

Emotion Regulation 50% favorable
Growth Mindset 55% favorable
Self-Efficacy 54% favorable
Sense of Belonging (connectedness) 42% favorable
Social Awareness 62% favorable
School Safety 55% favorable

- Panorama Survey Data results for parents showed improvements for:

Sense of Safety - 90%
Sense of Connectedness - 77%

- Panorama Survey Data results for staff showed improvements for

Sense of Safety - 82%
Sense of Connectedness - 78%

Challenges of Goal 2-

- Chronic absenteeism is a challenge for GUSD. 2.89% in 2020 - 2021 per CALPADS to 19.49% in 2021 - 2022 per CALPADS.

- Post pandemic student behavior is a challenge and has shown in an increase in suspension rates

- Suspension rate 0.2% 2020-21 per Dataquest to 2.3% in 2021-22 per Dataquest

The district and school continues to utilize a variety of platforms to continue to engage families. Translators and translation services were used to ensure equitable, linguistically-appropriate engagement opportunities for all families. All written material was translated as required by law. The district also translates into Armenian, Spanish, Russian and Korean.

The district and schools continue to address the 8 components of safe and healthy schools through a variety of planning, implementation, and evaluation activities. These included comprehensive safety plans at every school, curriculum development in health and physical education, student and staff health, implementation of the district's COVID safety plan, use of the Williams Act Facilities Inspection Tool (FIT), and increasing social-emotional wellness (i.e. Wellness Wednesdays, Mindful Mondays, Wellness Conference, counseling groups, Social Emotional Learning activities). School safety plans address the unique needs of students with disabilities and IEP teams also create develop individual safety and health plans to support and ensure access for students with disabilities. The district and schools provided robust extra-curricular and co-curricular programs for all students. This included CIF sports, ASB, Clubs, Student Council, Middle School Sports program, etc. Other than the challenges of COVID and the ever-changing rules from state and county health departments, we did not witness many challenges in this goal area.

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

There is a material difference between our 2022-23 budgeted expenditures and our estimated actual expenditures for Goal 2 - Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.

GUSD budgeted for \$9,759,275 for Goal 2 and all actions for 2022 - 2023. Estimated actual expenditures showed that GUSD expended \$10,974,972

Most notable material differences:

Goal 2 Action 3 - Parent Engagement/Outreach - GUSD expended \$612,146 more than budgeted.

Goal 2 Action 5 - Health and Wellness Services - Special Education - GUSD expended \$143,808 more than budgeted.

Goal 2 Action 7 - Guidance and Counseling - GUSD expended \$533,793 more than budgeted.

All noted expenditures in Goal 2 Actions 2.1, 2.3, 2.5 and 2.7 saw an increase due to certificated and classified salary increases resulting from negotiated settlement.

All actions for Goal 2 will continue to be implemented and funded as planned for 2023 - 2024

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 2 Action 1 - Student Wellness Services - Student Wellness provides a variety of support services to youth in foster care, to include but not limited to counseling, tutoring, uniform/clothing distribution, school supplies, food and vouchers for clothing, food, and transportation. Our students have been able to receive counseling for in-seat attendance and social/emotional strategies and resources. Our students have regular access to counselors with the support of their school site administration and teaching staff. Each year, our District receives donations of uniforms, other clothing, under/outer garments, and shoes, which allows families with financial impacts to be so limited in purchasing necessary resources. We have received donations of backpacks and school supplies for our students. As a result, our students have come to school confidently being prepared for the academic year. Our food and transportation vouchers have afforded our District the opportunity to serve students and their families in a great way. As a result of the actions by the Student Wellness Services department, we have increased attendance in those students who received their direct services.

Please note the following numbers for the 2022/2023 academic year:

Uniforms/Clothing/Shoes- 142 students

Food- 134 students

Tutoring- 31

School Supplies- 174 students

Transportation- 47

Update on progress towards goal: Data comes from CA School Dashboard with status levels ranging this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.

Chronic absenteeism (All): 16.4% - High

EL: 22.2% - Very High

Foster: 35.8% - Very High

low-SES: 21.8% - Very High

The data shows the need the district to continue efforts to address this challenge.

Goal 2 Action 2 - Health and Wellness Services - In collaboration with the City of Glendale and GPD the following programs were supported by the Health and Wellness Services Department:

STAR (Students Trained As Role Models)

TAPP (Teen and Police Partnership) .

Teen Night Out:

Group Counseling

Individual Counseling

Professional Development for staff and team

Monthly Newsletters and Videos

The department continues to monitor attendance and provide resources to families who have barriers attending school regularly:

SART meetings

SARB meetings

DA Referrals

Home visits/wellness checks

Update on progress towards goal:
Panorama Data Spring 2023 administration
Grades 4-5
Emotional Regulation - 44%
Growth Mindset - 62%
School Safety - 64%
Self-Efficacy - 61%
Sense of Belonging - 63%
Social Awareness - 67%

Update on progress towards goal:
Panorama Data Spring 2023 administration
Grades 6-12
Emotional Regulation - 50%
Growth Mindset - 55%
School Safety - 55%
Self-Efficacy - 54%
Sense of Belonging - 42%
Social Awareness - 62%

Goal 2 Action 3 - Parent Engagement/Outreach - The results of the 22-23 School Planning Survey indicate that the majority of parents/guardians feel a strong sense of connectedness with their children's school community. Survey results indicate the following: 68.8% of parents/guardians have expressed satisfaction with their opportunities to participate in decision making processes and programs; 59.1% have expressed satisfaction with their opportunities to participate in training to support student learning; and 94.4% have expressed satisfaction with their opportunities to be informed of their child's progress. From July 1, 2022 to April 10, 2023, 1331 students at the elementary level and 484 students at the secondary level have taken the Initial ELPAC at the Welcome Center and more newcomers continue to enroll. This is an increase from the previous year. 1,287 students and their families so far this school year, administering the Initial ELPAC and primary language assessments and providing families with the necessary information they will need to navigate our school system. Translators in Armenian, Russian, Spanish, Korean, and Arabic have been available to support the families in their primary languages.

The Student Wellness Services Provided Professional development to staff in the areas of attendance, engagement, mental health, community building, foster and homeless youth, QPR and YMH First Aid. Organized and coordinated multiple mental health forums for GUSD students and families. The Director of the department served as a committee member on Dignity Health Cultural Trauma and Mental Health. The Dignity Health Grant allowed the department to provide additional training and professional development to parents, community members and staff on suicide prevention (QPR and YMH First Aid). Monthly trainings and professional development provided to all mental health interns.

In collaboration with Glendale Council PTA the department hosted Thanksgiving food drive and served over 100 families. Eight additional therapists continued 2022-23 school year to support GUSD students and families with their social and emotional needs.

Increased parent engagement by hosting weekly parent support groups at different school sites. Organized monthly virtual mental health forums in collaboration with PTA and local agencies. Created monthly newsletters for staff, parents and students with ample resources on mental health and mindfulness.

Goal 2 Action 4 -Restorative Justice and PBIS - During distance learning in the 2020-2021 school year, PBIS and Restorative Practices were challenging to implement. GUSD decided to temporarily halt the LACOE PBIS and RP trainings in order to provide our teachers and students more time to focus on instruction. This school year, GUSD hired a new PBIS/RP coordinator who restarted the trainings with LACOE for PBIS. RP are also being practiced at all sites and more trainings are in process of being scheduled.

GUSDs goal to reach full PBIS implementation is still on target for the end of the 2022-2023 school year. During distance learning, GUSD experience a very small number of student behavior issues. Since the start of the current school year, student behavior on campus is noticeable but comprehensive data is not yet available. GUSD has successfully continued the effort in drug and vape/cigarette prevention program implementation through the TUPE grant. All secondary TUPE site coordinators

worked with school administration and colleagues to provide tobacco and drug prevention education to middle and high school students. Moreover, vaping/tobacco cessation classes actively enrolled students throughout the year, to assist users and those who want others to quit with the tools, information and support they need to quit the habit.

Goal 2 Action 5 - Health and Wellness Services - Special Education Department - The social emotional needs of all students remain a high priority in GUSD. The Special Education department is committed to and responsible for students whose IEP reflects RS counseling services. These services are provided by school psychologist or psychological service providers (PSP). There are about 43 psychologists who serve students at their school sites and 11 PSPs who serve anywhere from 20-35 students over 300 students. Three of the 11 PSPs are assigned to serve our TIDES behavioral program where they not only offer counseling services to the students, but in addition, a parent counseling component is offered in order to provide emotional, behavioral and social strategies to families in need.

The focus of counseling services in IEPs is to address areas of need that may be inhibiting access to the educational setting. Specific goals are collaboratively established by IEP teams and worked on in an effort to support the educational needs of the student. Once the goal has been achieved, the student's counseling services are discontinued. The Special Education Department continues to search for and plans to hire additional PSPs to work with our students in need.

Goal 2 Action 6 - Communications and Surveys - The District will continue the use of the Q student information system, where students and parents are able to access timely student information.

The Panorama survey was administered in October 2022 and again in March 2023. Schools engage in data analysis to determine next steps and some use strategies for specific topics from Panorama's Playbook feature. A parent/guardian survey and an employee culture survey will also go out in Spring 2023 to gather feedback on connectedness, trust, safety, and a variety of other topics.

Spring 2023 data from the Panorama survey is as follows:

4th and 5th grade: Emotion Regulation: 44% favorable, Growth Mindset: 62% favorable, Self-Efficacy 61% favorable, Sense of Belonging (connectedness): 63% favorable, Social Awareness: 67% favorable, School Safety: 64% favorable

6th and up: Emotion Regulation: 50% favorable, Growth Mindset: 55% favorable, Self-Efficacy: 54% favorable, Sense of Belonging (connectedness): 42% favorable, Social Awareness: 62% favorable, School Safety: 55% favorable

The district and school websites will continue to be maintained and enhanced to provide families with ample current resources and a centralized location for obtaining information as needed.

GUSD continues to utilize a number of methods to increase communication and provide multiple opportunities for parents to engage with and benefit from their schools and the district. The District has subscribed to the Blackboard Mass Notification system for several years, which allows communication to students and families via phone, email, text, and social media.

As of May 2023, GUSD continues to use ParentSquare Communication to have consistent communication from the district level and school sites.

Goal 2 Action 6 - Guidance and Counseling -GUSD developed a Grade 6-12 Comprehensive School Counselor Program based on the California School Counselor standards and the American School Counselor Association standards and scope of practice for professional school counselors. GUSD school counselors were provided professional development opportunities and continue to participate in UC/CSU counselor conferences and other college and career PDs to keep up to date with changing college and post-secondary program admission requirements.

With the addition of the college and career tools, students are exploring and identifying their strengths and interests using Xello and dream catcher. Additionally, students are exposed to college experiences through virtual or in-person campus tours, guest speakers and other work-based learning activities using Pathful Connect (virtual connections to real world experiences), dual enrollment classes, and early college academies that are offered in partnership with local colleges. GUSD was approved for A-G Improvement Grant which allowed a budget to hire a District Counselor. One of the main projects that the District Counselor has initiated this year has been launching a partnership with California College Guidance Initiative (CCGI) which is the statewide college and career online planning tool Californiacolleges.edu. This partnership will allow the district to examine the accuracy of A-G course submissions and also allow our high school students to access updated information about their individual A-G completion status to determine their college admissions eligibility. The District Counselor has been working in collaboration with the school site counselors and registrars to streamline the process of transcript translation and evaluation for out of country academic records and dual enrollment classes.

The psychological service providers support the social emotional learning and development of all students. Counseling services are provided to individuals, groups or,

parents and families as necessary. The psychological service providers are instrumental in addressing issues such as anxiety, depression, and/or behavior which are inhibiting the child's ability to access their educational program. The services are essential to enhance student success. Professional Development for GUSD staff: Five sessions in four different school sites

Counseling: 923 students have been referred for individual counseling as of March 2023.

Group Counseling: 71 group counseling in four different school sites

Successes of goal 2 - Middle school dropout rates improved.

Wellness centers at every secondary school have been openen/implemented and one elementary school. Plan is to continue to open a wellness center at every elementary school.

Challenges of goal 2 - Attendance rates saw a decrease as compared to baseline data. Chronic absenteeism is a challenge for GUSD, specifically for unduplicated student groups. Post pandemic student behavior is a challenge and has shown in an increase in suspension rates and PBIS major/minor incident data.

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

GUSD will continue to implement the actions during the 2023 - 2024 school year and will make any necessary adjustments to the actions based on the results of the end of year data and input from educational partners.

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

Goal

Goal #	Description
3	Ensure the Health and Safety of Students and Employees: Students will receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

An explanation of why the LEA has developed this goal.

To ensure that students succeed and are prepared for postsecondary opportunities, they must have highly effective teachers, instructional materials that are aligned to the Common Core State Standards, and school facilities that are well-maintained.

Specifically:

- GUSD is near its goal of having 100% of teachers fully credentialed and appropriately assigned, including administrators and support staff.
- GUSD will continue to provide high-quality instructional materials and will remain Williams compliant.
- GUSD will continue to maintain clean and safe school facilities with particular sensitivity to the pandemic through its Facility and Support Operations (FASO) department and through campus security guards.
- GUSD will continue providing health services through nurses and LVNs to ensure the safety and physical wellness of all students.

This LCAP section reflects Goal 3 of GUSD's Board Priorities, which aims to:

- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.
- Increase parent and family engagement opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Fully credentialed and appropriately assigned teachers	96% in 2020-21 per LACOE HRS system	96% in 2021-22 per LACOE HRS system	1198 total teachers (2022-2023); 96% fully credentialed and in appropriate assignments		maintain at 100%
Access to standards-aligned instructional materials	100% in 2020-21 per Sufficiency of Instructional Materials Report to the Board on 10/6/20	100% in 2021-22 per Sufficiency of Instructional Materials Report to the Board on 10/12/21	100% in 2022-23		maintain at 100%
Percentage of schools in "good repair" (Facility Inspection)	100% in 2020-21	95% in 2021-22	96.74% in 2022-2023 (to date. 26 out of 36 reported)		maintain at 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Staff	Provide teachers who are fully credentialed and appropriately assigned. GUSD also provides qualified administrators and support staff.	\$140,811,742.00	No
2	Instructional Materials	Provide instructional materials to remain Williams compliant.	\$9,800,000.00	No
3	Plant/Maintenance Services	Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.	\$25,978,458.00	No
4	Safety and Security	<p>Campus security guards assist secondary schools by patrolling the campus, supervising egress and ingress points, supervising start of school and dismissal, supervising events on campus. They work with school administrators.</p> <p>Two Glendale Police Department School Resource Officers (SRO) work with schools in Glendale/La Crescenta and one Los Angeles Sheriff's Department SRO works with schools in the county. The SROs provide additional support to the students who have attendance and or behavior concerns, they support GUSD by enrolling students in youth programs such as the Explorer program and TAPP. Additionally, SROs routinely conduct welfare checks on our students and families and participate in student threat assessments.</p>	\$1,296,138.00	No
5	Health Services	<p>The District nurse and Student Services Department guide the implementation of all the health services across the district, ensuring that the school nurses are provided with the proper training and support to serve students and families.</p> <p>The school nurses ensure the health and safety of all students and staff by writing, providing training and implementing school health protocols, individualized health care plans, and emergency health care plans. School nurses provide state mandated health screenings including hearing and vision (near, far and color) and non state mandated health screenings including dental screenings and scoliosis screenings. School nurses are the health-school liaison to ensure continuity of care in the school environment for our students with significant health problems. Additionally, the Coordinator of Health Services collaborates with the community to access services in the form of vision, dental and health care.</p> <p>Licensed Vocational Nurses are provided to ensure that medically fragile students' health needs are met in a timely fashion, and develop and monitor the implementation of individualized healthcare plans for students who require it. They also provide the appropriate supports for students whose IEPs include a health service, and work closely with the staff, teachers, and parents to ensure the student is able to benefit from all learning experiences.</p>	\$1,400,376.00	No

Goal Analysis for 2022-2023

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

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

GUSD continues to successfully implement the actions in Goal 3, focusing on ensuring the health and safety of students and employees and remaining Williams compliant in regards to providing credentialed staff, clean facilities, and instructional materials. There are no substantive differences in the planned actions and actual implementation of these actions. Effectiveness of implementation of all actions for Goal 3 are addressed in the effectiveness of this analysis.

Due to the COVID-19 pandemic and the shortage of workers in our region, the District has had trouble filling all available positions with fully credentialed staff. This resulted in an increase of temporary and contracted employees to fill all available vacancies as needed. While the District intends to maintain the set and designated goal, it is important to have classrooms and positions staffed. As the pandemic turns to endemic and the LA County workforce stabilizes, the District plans to have a stronger adherence to the established goals in the future. The District has worked with many universities and intern programs to ensure that employees who do not have full credentials to complete coursework to be fully credentialed. As hired staff completes coursework, we expect the number of fully credentialed employees to increase.

The Facilities Inspection Tool (FIT) program process was reevaluated and reorganized. The main change was to shift the lead role of conducting and administering the program from custodial/maintenance staff to management staff. The focus has been on best practices. All schools have met the "good repair" standard of 90-98.99%. Having FIT inspections conducted by management staff has been effective in providing more accurate/positive results. Conducting inspections throughout the year (at minimum twice a year) has allowed staff to uncover any issues sooner than when inspections were only conducted once a year.

In the interest to maintain safety and security, all secondary schools were staffed with security guards. Each Middle School has 2 guards, the continuation high school has 1 guard, the magnet high school has 2 guards, the comprehensive high schools have 3 guards. The security guards have provided the support and assistance as described in the action section continuously since the start of the school. All three comprehensive high schools are staffed with school resource officers (SRO), who serve for their cluster schools as well. The SROs have diligently worked to support our students and schools by conducting wellness checks, running programs such as TAPP (Teens and Police Partnership) through Glendale Police Department to help students who have attendance and behavior issues, assist with threats to school and participate in students threat assessment if they pose a danger to self or others.

Health and welfare continue to be a focus for our community and school District. Because of the pandemic, much effort has been placed on our school nurses and health assistants for the safe return to school. Staff facilitated COVID-19 screening and Reporting, worked with LA County Department of Public Health and the California Department of Disease Control (CDC), and communicated with agencies, staff, and parents. Although the added responsibilities of managing COVID-19, the school nurses continued to identify students at the school sites with health issues that may impact their ability to access their education. They focused on vision issues, hearing issues, or chronic illnesses such as asthma, seizures or diabetes. These health issues may be identified by the parent/guardian or caught during a state mandated screening performed by the school nurse. Once the issue was identified, school nurses wrote the Individualized Health Care Plans, Emergency Care Plans or 504 plans. GUSD collaborates with community partners such as Vital Medical Services, MAXIM, Kids Dental, Comprehensive Community Health Centers (CCHC), the Lions Club to ensure that our students are provided the best health care available.

Since the start of the school year, we have added two school nurses to our staff. One is a new full-time employee and the other is an agency employee. All of our new staff members have been participating in the Los Angeles County Office of Education (LACOE) School Nurse Orientation and Review trainings. Additionally, the school nurses along with the health clerks have been active participants in the weekly and monthly updates from the Los Angeles County Department of Public Health (LACDPH) regarding changes in COVID19 guidelines.

The district and schools continue to address the components of safe and healthy schools through a variety of planning, implementation, and evaluation activities. These included comprehensive safety plans at every school, curriculum development in health and physical education, student and staff health, use of the Williams Act Facilities Inspection Tool (FIT), and increasing social-emotional wellness.

School safety plans address the unique needs of students with disabilities and IEP teams also create develop individual safety and health plans to support and ensure access for students with disabilities. The district and schools provided robust extra-curricular and co-curricular programs for all students.

Successes for year 2 include: Fully credentialed and appropriate assigned teachers: 96%

Access to standards- aligned instructional materials: 100%

Raptor Technologies system implementation for school and district office safety.

Hazel Health (a LACOE contracted therapy service) is available to provide telehealth opportunities for students whose parents/ guardians refer for services (parent/guardian permission required).

Challenges for year 2 include: Filling teaching vacancies are still challenging post pandemic. School safety is still a concern. Mental health for students is still in high need.

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

There is a material difference between our 2022-23 budgeted expenditures and our estimated actual expenditures for Goal 3 - Ensure the Health and Safety of Students and Employees: Students will receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

GUSD budgeted for \$155,591,738 for Goal 3 and all actions for 2022 - 2023. Estimated actual expenditures showed that GUSD expended \$179,348,009.

Most notable differences can be found in:

Goal 3 Action 1 - GUSD expended \$22,279,139 more than expended.

Goal 3 Action 3 - GUSD expended \$1890,228 more than expended.

All noted expenditures in Goal Actions 3.1, and 3.3 saw an increase due to certificated and classified salary increases resulting from negotiated settlement.

Goal 3 Action 2 - GUSD expended -\$540,180 less than expended. This item is based on reserve funds for textbook adoption, and therefore fluctuates based on the draw down of textbook reserve accounts from year to year, based on how many adoptions there are from year to year and their cost. Estimated Actuals reflect less in the textbook expenditure reserve accounts than initially anticipated.

All actions continue to be implemented and funded as planned for 2023 - 2024.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 Action 1 - Qualified Staff -According to the National Center for Educational Statistics (nces.ed.gov), 4% of teaching positions in the US remained vacant as of October, 2022, which is congruent with the percentage of teachers who are not fully-credentialed for their assignment in Glendale Unified. It was also determined that 18% of public schools had one teaching vacancy and 27% of public schools had multiple teaching vacancies. Glendale Unified was able to fill the majority of the vacancies available, but some positions in our dual-language immersion program, AFJROTC, Chemistry, etc., which are typically hard-to-fill, were nearly impossible to fill with a fully credentialed teacher. The District went through multiple recruitment modes, including career fairs, online job boards, and working with colleges and universities through their education departments and career fairs. In some cases, the District took extraordinary measures of sponsoring employee visas to ensure that a qualified individual was available in nearly every classroom, and then working with them to enroll with one of our partner universities. In partnership with the university internship programs, we expect that as hired staff completes coursework, we expect the number of fully credentialed employees to increase. In some cases, we have single-subject teachers filling multiple subject credentialed positions as a temporary solution to ensure our students have a teacher with a high language proficiency required for our dual-language immersion program. Our intent is to move those teachers to single-subject assignments and recruit appropriately credentialed teachers, some of who will come from the California Department of Education and the Ministry of Spain's visiting teacher program. Furthermore, we negotiated an impressive wage and benefit package and increased stipend opportunities to make positions in these difficult-to-fill areas more attractive to ensure that we have the best competitive opportunity to attract and retain fully credentialed staff. While GUSD remains consistent with the national average, we are committed to reaching the goal of 100% of staff

fully credentialed.

Goal 3 Action 2 - Instructional Materials - GUSD continues to be 100% Williams Act compliant.

Goal 3 Action 3 - Plant/Maintenance Services - The Facilities Inspection Tool (FIT) program process was reevaluated and reorganized. The main change was to shift the lead role of conducting and administering the program from custodial/maintenance staff to management staff. The focus has been on best practices. All schools have met the "good repair" standard of 90-98.99%. Having FIT inspections conducted by management staff has been effective in providing more accurate/positive results. Conducting inspections throughout the year (at minimum twice a year) has allowed staff to uncover any issues sooner than when inspections were only conducted once a year.

Goal 4 Action 4 - Safety and Security - Since the start of the school year all secondary schools are staffed with security guards. Each Middle School has 2 guards, the continuation HS has 1 guard, the magnet high school has 2 guards, the comprehensive high schools have 3 guards. They have provided the support and assistance as described in the action section continuously since the start of the school. All three comprehensive HS are staffed with school resource officers, who serve for their HS cluster schools as well. The SROs have diligently worked to support our students and schools by conducting wellness checks, running programs such as TAPP (Teens and Police Partnership) through Glendale Police Department, to help students who have attendance and behavior issues, assist with threats to school and participate in students threat assessment if they pose a danger to self or others.

Goal 3 Action 5 - Health Services - Since the start of the 2022 - 2023 school year, we have added two school nurses to our staff. One is a new full-time employee and the other is an agency employee. All of our new staff members have been participating in the Los Angeles County Office of Education (LACOE) School Nurse Orientation and Review trainings. Additionally, the school nurses along with the health clerks have been active participants in the weekly and monthly updates from the Los Angeles County Department of Public Health (LACDPH) regarding changes in COVID19 guidelines.

Since we have started full time in-person learning the school nurses have been actively identifying students at their school sites with health problems that may impact their ability to access their education which can include vision problems, hearing issues, or chronic illnesses such as asthma, seizures or diabetes. These health problems may be identified by the parent/guardian or caught during a state mandated screening performed by the school nurse. Once this information is identified, the school nurses write the Individualized Health Care Plans, Emergency Care Plans or 504 plans. GUSD collaborates with community partners such as Vital Medical Services, MAXIM, Kids Dental, Comprehensive Community Health Centers (CCHC), the Lions Club to ensure that our students are provided the best health care available. School nurses continue to perform in-person state mandated screenings (Hearing, vision (near and far) and color vision. COVID 19 updates from the Los Angeles County Department of Public Health are monitored by the Coordinator of Health Services and shared with school health staff and principals. Coordinator of Health Services continues to monitor positive COVID 19 cases, ensure notifications are updated and shared with school site/district staff members.

Licensed Vocational Nurses from local agencies are providing first aid, diabetes and seizure care to maintain the health and safety of all students and staff members.

Successes of Goal 3 actions - Despite the challenges of the recruiting and hiring of teaching and support staff positions, the district has maintained 96% Fully credentialed and appropriate assigned teachers. We also are at 100% os Access to standards- aligned instructional materials per Sufficiency of Instructional Materials Report to the GUSD Board of Education.

Challenges of Goal 3 actions - We are still challenged with the current labor market and finding highly qualified teaching candidates.

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

GUSD will continue to implement the actions during the 2023 - 2024 school year and will adjust actions as needed based on the results of end of the year performance results and input from education partners.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-2024

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$27,900,484.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.37%	0.00%	\$0.00	9.37%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

GUSD Education Partners believe that all struggling students have a right to effective intervention and support regardless of their language acquisition level, life circumstance, or socioeconomic status. Any Glendale Unified student that requires help will receive the necessary academic and social emotional support needed. Data from assessments, grades, progress reports, standardized testing, attendance, suspensions, and other factors were carefully reviewed and analyzed.

Based on research and our needs assessment, students that are reading at grade level by 2nd and 3rd grade are more likely to perform at levels of their non-disadvantaged peers. The district continues to analyze data and explore how to serve struggling students in the most effective manner. Supplemental support includes several programs, prevention, and interventions. Specific actions to address the needs of unduplicated student populations (low income, foster youth, and English language learners) are described below.

Districtwide: Goal 1: Actions 7 to 16; Goal 2: Actions 1, 2, 3
 Schoolwide: Goal 1: Actions 18, 19

For the 2023 -2024 school year, the District is estimated to receive approximately \$27,900,484 in supplemental funds based on unduplicated pupil counts (English learner, low income, and foster youth). This equates to 9.37% of increased and improved services. These funds will be expended to attain the goals and actions described below, as contributing to increased and improved services principally directed toward GUSD's low income, foster youth, and English learner students. It is GUSD's belief that the most effective way to provide opportunities to targeted student groups is through the following priorities.

Goal 1

Action 7: Instructional Support - School Level GUSD has a very diverse student population, including nearly half of students being socioeconomically disadvantaged and nearly a quarter of students English learners. The district also has 45 foster youth. These student groups consistently score below the district average on most

academic performance measures indicating that these students need more individualized support to meet their needs. Grades and course passage rates leading to a-g fulfillment are also consistently low.

Implementation of targeted interventions designed by the school based on the specific needs of students have demonstrated a positive impact on student achievement as demonstrated by the formative data points from diagnostic and formative assessments. These interventions are tailored to the identified needs, and are delivered by the school staff who have a connection with the students and their families. Furthermore, site-specific interventions allow for continuity of support and services for underperforming English learners, low income, and foster youth as they progress through the year.

The District supports these student groups by ensuring that in addition to the core instruction they are provided with carefully designed targeted interventions to close the achievement gap. These services are principally directed towards addressing the academic gaps of English learners, low income, and foster youth. All elementary, middle, and high schools provide evidence-based academic interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Working closely with the central office support staff, directors, coordinators, and teacher specialists, as part of a thorough needs assessment and root cause analysis process, at the beginning of the school year, each school examines their most current data to identify gaps and possible resource inequities. The school leadership teams, working collaboratively with the district staff, review and identify evidence-based strategies and approaches in a tiered system of support that meet the school's unique combination of needs. The intervention plans are reviewed and supported by the central office staff, who also monitor the implementation of interventions and the progress towards the goals. Additionally, central office staff support learning across schools through professional development opportunities to build capacity for teachers and staff in meeting students' needs. Furthermore, teachers are provided with time throughout the school year to collaborate on analyzing the assessment results, examining the data, and planning the targeted intervention services for English learners, low income and foster youth. Instructional resources and materials, including manipulatives, specialized resources, computer programs, graphic organizers, technology resources, interactive boards, visual displays, etc. are utilized to maximize and accelerate student access and academic performance.

GUSD continues to develop and provide interventions for these student groups. Based on these actions, we expect students who are English Learners, low income, and foster youth improve their performance as a result of the intervention programs thereby improving their grades, a-g completion rates, and scores on state assessments to close the gap in CAASPP and CAST scores by at least 5% per year.

Action 8: Instructional Support - Elementary

English learners, low income, and foster youth benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. Decreasing the adult/student ratio that allows a focus on small group instruction and individualized assistance, differentiated instruction, and timely targeted interventions. GUSD continuously strives to reduce the number of combination (split) classes at the elementary level to ensure that students have equitable access to the teacher and staff. Offering lower adult/student ratios and whenever possible, single grade classes at the elementary level maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.

The nearly half of all GUSD students are socioeconomically disadvantaged, nearly a quarter of all students are English learners, and approximately 45 foster youth have consistently scored below the district average on most academic performance measures indicating that these students need more individualized support to meet their needs. Increasing the individualized support and engaging the students in the classroom learning experiences through small group and individualized academic support strategies is the core purpose of reducing the teacher/student ratios. This provides the English learners, low income, and foster youth ample opportunities to receive direct instruction and feedback from the teacher while benefiting from the increased individualized support. Teachers are able to meet with the small groups on an ongoing basis (Hattie small group instruction effect size 0.4), working on targeted skills as identified through formative assessments. The small group allows for repeated and deliberate practice (Hattie effect size 0.79) of the skills taught with trained staff who engage students in discussions that also develops the oral language practice. This increases student engagement not only with instruction but also increases student connectivity with the teachers and the school overall (Hattie teacher/student relationship effect size 0.72).

Increased teacher and student interaction is important for supporting all students, however it is especially key for English learners, low income, and foster youth. In order to increase services for targeted students, GUSD provides reduced adult/student ratios and, whenever possible, single grade classes at the elementary level to ensure that there is greater focus on small group instruction and individualized assistance as teachers provide instruction on the key standards (Hattie effect size .47). This allows the teacher to differentiate the core instruction and to provide timely targeted instruction focusing on the essential standards in ELA and Math, to close the academic gap for students.

Based on these actions, we expect students will master the essential standards in their grade level with specific benefits to English learners, socioeconomically disadvantaged students, and foster youth, with a resulting increase in academic performance data that will close the achievement gap by at least 3% for unduplicated

students compared to the aggregated scores of all students on CAASPP and CAST.

Action 9: Instructional Support - Secondary

Teachers need more time to complete lesson plans, examine and review practices and collaborate to develop supports for underperforming English Learners, low income, and foster youth. Students need opportunities to better understand and retain material and to build relationships. Peer to peer interactions in a structured classroom setting are particularly impactful for English Learners and also benefit low income and foster youth. In shorter or traditional classroom periods there is typically insufficient time for English Learners to interact with peers and engage in meaningful activities that improve their language acquisition. A schedule is needed to accommodate these needs.

GUSD is continuing the implementation of block scheduling at the middle and high school levels to increase student access to courses through the addition of a 7th period class and to expand the instructional time for English learners, low income, and foster youth. According to the National Education Association, block scheduling allows students to have more time for reflection and less information to process over the course of a school day. Research found that students retain information longer, and teachers are able to individualize instruction because of the reduced number of students they see during the day. Block scheduling increases students' ability to focus their attention on the learning building a better understanding and effective implementation of the skill. Increased students achievement and improved students behavior are additional findings from research on block scheduling. The increased course access ensures that English learners have the greater opportunity for elective courses developing a broad experience with the varying learning experiences, including CTE, Visual and Performing Arts, World Languages, etc. The block schedule creates an expanded learning time for students allowing the teacher the opportunity to provide the additional individualized support necessary during the guided and independent practice following the lesson. The increased learning time with the teacher is key to learning for English learners, low income and foster youth, as for most, due to their family and life circumstances, academic learning is often limited to the time spent in school.

Furthermore, block scheduling increases opportunities for building connections and communities among staff and students, with increased time for collaboration and planning. Student connectedness is a key factor for the success of English learners, low income, and foster youth. The longer instructional time provides students with extended learning opportunities where positive, trusting relationships can be cultivated between students and staff. Furthermore block scheduling allows for more opportunities for longer and more frequent student/teacher instruction and interaction. Additionally, classified support is provided to ensure that English learners, low income, and foster youth are supported academically. Education assistants provide help with students accessing the curriculum with small group instruction, differentiated instruction and primary language support.

Block scheduling provides academic access and support which allows for improved and increased services principally directed towards unduplicated students to increase student achievement, improve involvement and engagement, and increase opportunities for developing positive relationships with adults and peers. Based on these actions, we expect the implementation of a block schedule to significantly improve the academic performance of English learners, low income, and foster youth, which will be measured by an increased average GPA for these groups by 0.2 per semester.

Action 10: Academic and Behavioral Support

Nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 45 foster youth. These student groups have struggled to meet the State standards and demonstrate proficiency in ELA and Math and consistently score below the district average on most academic performance measures indicating that these students need targeted support to meet their needs. English learners, low income and foster youth face additional challenges, such as language barriers and limited resources and instructional support at home due to the adversities and barriers their families face, including time, resources, and access to opportunities which impact students' academic progress and engagement with school. Oftentimes, language barriers and minimal educational opportunities serve as obstacles for their achievement and advancement. They thrive in a safe and engaging learning setting where they are exposed to academically and linguistically rich environments, and have access to instructional resources and comprehensible learning experiences. They need greater access to trained staff and opportunities for targeted learning experiences and supports.

These families have been significantly impacted by the situations resulting from the pandemic due to their experiencing financial hardship, language barriers, and unstable home environments that make it difficult for these students to succeed academically. To address the barriers that cause the academic gaps exhibited by English learners, low income, and foster youth, in addition to the core instructional program, GUSD implements strategies and services that increase the individualized support and engage the students in the classroom learning experiences through small group and individualized behavioral support strategies. Instructional assistants work closely with the students within their general education classrooms to increase and improve services related to academic and behavioral needs of English learners, low income, and foster youth. These services improve access, attendance, engagement, and student achievement. Instructional assistants provide academic and primary language support to help increase access to curriculum and provide targeted and supplemental instructional support as needed.

Decreasing the adult/student ratio through the addition of the support staff in the classroom provides the English learners, low income, and foster youth ample opportunities to receive direct instruction and feedback from the teacher while benefiting from the increased individualized support provided by the trained classroom assistants. Teachers are able to meet with the small groups on an ongoing basis (Hattie small group instruction effect size 0.4), working on targeted skills as identified through formative assessments. The small group allows for repeated and deliberate practice (Hattie effect size 0.79) of the skills taught with trained staff who engage students in discussions that also develops the oral language practice. This increases student engagement not only with instruction but also increases student connectivity with the teachers and the school overall (Hattie teacher/student relationship effect size 0.72). By lowering the adult to student ratio by embedding additional staff with specialized training to address academic and behavioral needs of students to increase student engagement, students are able to experience higher levels of engagement and time on task with the support of the teacher and embedded behavior support assistants. Higher levels of student engagement and attention to time on task is supported in research to increase student achievement.

The Teaching and Learning Department coordinates and provides resources to support schools in developing and implementing intervention plans that incorporate multi-tiered systems of support (MTSS). A comprehensive process, inclusive of an assessment system, and a technology platform are implemented to establish, implement, monitor, and evaluate the success of interventions. Teachers are also provided training on differentiated instruction practices, including small group instruction, to better meet the needs of English Learners, low income, and foster youth. Based on these actions, we expect a closing of the gap between the overall district scores and the scores for English learners, low income and foster youth by at least 3% per year as measured by the CAASPP scores in ELA and Math, CAST scores, and graduation rates.

Action 11: Expanded Learning Opportunities: Nearly half of all GUSD students are socioeconomically disadvantaged. Research suggests that students from middle and upper income families typically spend 6,000 more hours in educational activities than students in low-income families by the time they reach 6th grade. (Saunders, M., Velasco, J., & Oakes, J. (2017) These opportunity gaps translate to substantial differences in academic achievement. Research estimates that the cumulative summer learning gap over multiple years accounts for more than half of the 9th-grade achievement difference between students from lower-income families and their more affluent peers, which in turn contributes to whether or not students enter college-track high school programs and meet college-going requirements. (Alexander, K., Entwisle, D., & Olson, L. (2007) The U.S. public education system's 6-hour day and 180-day year cannot, on its own, offset the gap in out-of-school learning opportunities between students from more and less affluent families. To ensure continuous instructional support that goes beyond the instructional day and year, low income students are provided with expanded learning opportunities in the form of extended-day kindergarten, Saturday school, summer learning camps, and before and after school tutoring (Hattie effect size .40).

The additional instructional time allows students greater access to teachers and support staff, while students receive small group, personalized instruction using supplemental evidence-based resources that are provided to support their academic needs (Hattie effect size .47). The expanded learning opportunities focus on acceleration and enrichment, while strengthening students' sense of connection and belonging to school. Acceleration allows students to continue engaging in the grade level content in a well-planned lesson where teachers are providing the scaffolds and support necessary to access and master the content (Hattie effect size .58). This strategy supports students' continuous growth and progress. Enrichment opportunities focus on the needs of the whole child, providing comprehensive learning experiences that are grounded in developing strong cognitive, reasoning, communication, and collaboration skills.

We expect that low income students will increase their performance on the iReady district wide diagnostic (elementary) and the NWEA MAP diagnostic (secondary) as follows:

The i-Ready percentage of low income students who scored on or above level in reading will increase from 57% (Spring 2021) to 65% (Spring 2022).

The i-Ready percentage of low income students who scored on or above level in math will increase from 53% (Spring 2021) to 61% (Spring 2022).

The NWEA MAP percentage of low income students who scored average, high-average, or high in reading will increase from 53% (Spring 2021) to 61% (Spring 2022).

The NWEA MAP percentage of low income students who scored average, high-average, or high in math will increase from 56% (Spring 2021) to 64% (Spring 2022).

Action 12: Elementary Extracurricular Opportunities

Research shows that students benefit greatly from involvement in school activities and connections to adults and other students (40 Developmental Assets). This is especially of great significance for English learners and low income students due to the adversities and barriers their families face, including time, cost, and access, in providing such opportunities to their children. GUSD's English learners, low income, and foster youth continue to struggle having access to extracurricular sports and outside enrichment opportunities. With a strong commitment to learning beyond the core curriculum, the District provides enrichment activities and opportunities for unduplicated students who may not have access outside of school due to cost of programs. GUSD continues to identify a need to provide activities during and after school hours in the area of arts and sports in an effort to connect students to school, create positive experiences, and develop connections with adults. These activities provide improved and increased services principally directed towards unduplicated students by connecting and engaging students in school and exposing them to music, arts, or sports areas which they may not have yet been exposed to due to their home environment or financial constraints.

GUSD believes in supporting the whole child, and therefore continues to offer learning opportunities at the elementary level through extracurricular activities such as, music and chorus (Hattie effect size drama/arts 0.42, creativity 0.64) , sports, and technology (Hattie effect size 0.51) at the elementary level to increase student connectedness to school, especially for English learners, low income, and foster youth. Research has demonstrated that music programs enhance students' language capabilities and their overall academic performance. Dr. Nina Kraus, a professor and neuroscientist at Northwestern demonstrated through her research that music instruction has an impact on communication skills, attention and memory, and consequently it may even close the gap between rich and poor students. Similarly, sports programs create an avenue for students to develop healthy habits while learning to collaborate and cooperate using language and cognitive skills.

These activities are held before and after the regular school day (Hattie effect size 0.40), and allow students the opportunity to participate in extracurricular activities at their own school building a stronger connection with the school and the staff. Student survey data from recent years has indicated that students felt a strong sense of belonging at their school. Based on these actions, we expect low income and foster youth to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually. We expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years.

Action 13: Elementary Library/Media Education

GUSD is committed to ensuring that all English learners, low income and foster youth at the elementary level have full access to rigorous and literacy and technology rich learning experiences and opportunities that may not be readily accessible to them outside of the school system. The District continues to identify a need to provide unduplicated students access to libraries and technology during the school day to support student learning, as seen in the input from families and staff at the school level. The pandemic has exacerbated the access to community resources, and school library/media centers close the access gaps facing unduplicated students, overcoming the transportation and resource barriers. The District is continuing this action because the school-level feedback from families and staff continues to demonstrate the benefits of providing library and media access and support at the school level. As a result, English learners, low income, and foster youth have increased access to resources and instruction at the school library and media center, furthermore increasing their sense of connectedness. The input data from schools identifies the continuous need to provide unduplicated students access to libraries and technology during the school day to support student learning, as seen in the input from families and staff.

Library aides and multimedia technology specialists are placed at the elementary level to create learning opportunities that offer English learners, low income, and foster youth access to a literacy and technology rich environment that may not be present in their homes. Supplemental support staffing provides students with ample access and direct support at the school library and media center on each campus where they can obtain information and resources that best support learning immediately. Libraries and the media centers provide increased access to opportunities for students to develop 21st century learning skills, receive adult guidance in finding appropriate resources and effectively utilize technology as a learning tool. With a strong focus on ensuring access to resources for English learners, low income, and foster youth, and emphasizing the integration of technology in learning, the library aides and multimedia technology specialists are strong partners with teachers in supporting student academic achievement. (Technology in other subjects Hattie effect size 0.55, Information and computer technology Hattie effect size 0.51)

Access to primary language materials, software programs, and guided supplemental instructional lessons provides students with access to relevant and meaningful learning experiences to encourage and advanced learning across all content areas. Library aides and multimedia technology specialists provide improved and increased services primarily directed towards English learners, low income, and foster youth. Based on these actions, we expect English learners, low income, and foster youth to accelerate their learning and close their achievement gaps at a rate higher than their grade level peers who are not English learners, low income, or foster youth. The overall proficiency and growth from the percentage of students who are in the unduplicated student group will be compared to the students who are not in the unduplicated student groups. Progress will be measured using the CAASPP ELA and Math performance and language proficiency on the Summative ELPAC.

Action 14: Instructional Technology Support

English learners, low income and foster youth need access to technology, chromebooks and hotspots for internet access, at home to ensure access to instruction at all times. Additional instructional technology support designed to target their unique needs provide them with the increased resources to accelerate learning. As of April 20, 2023, 11,626 Chromebooks and 1,439 hotspots have been checked out to English Learners, low income and foster youth.

The Education Technology and Instruction Support (ETIS) Department continues to work together with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support the language acquisition of English Learners and academic progress of low income and foster youth. Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of technology to enhance instruction. Additionally, teacher specialists in ETIS continue supporting other departments in serving the parents and families of English learners, low income and foster youth to secure access and use of technology and the internet. This includes presentations at parent engagement events and one-on-one support as needed.

Based on these actions, we expect every English learner, low income, and foster youth to continue to have a device and/or a hotspot that they can use in their learning environment, either at home or at school, if they have requested one. Furthermore, we expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years. We expect low income and foster youth to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually.

Action 16: English Learner Support in Dual Immersion

The district is committed to an asset-based approach for serving English learners who represent almost 22% of all students. The district considered English Learners' need for increased instructional and language support. English Learners face additional challenges, such as language barriers and fewer resources and instructional support at home due to various family circumstances. They thrive in a safe and engaging learning space where they are exposed to academically and linguistically rich environments, and have access to instructional resources and comprehensible learning experiences. They need greater access to resources and opportunities for growth at school. The District is continuing to provide a coordinator and teacher specialists to support English learners in dual immersion programs because our implementation to date shows that English learners are generally making progress on English language proficiency as evident by their ELPAC scores.

GUSD is proud of its Foreign Language Academies of Glendale (FLAG) dual immersion programs that are offered in 7 languages across TK-12. These programs, as demonstrated by research, are most effective for English learners, whether they are learning in their primary language or a second language. According to Thomas and Collier (2017) English learners are equally successful in achieving grade level standards as their English-speaking peers when they are given the opportunity to continue their studies in their primary language while acquiring English. Students utilize their language of strength as a base for language development and the acquisition of English. They also access resources in both their primary language and English to deepen their academic understanding across the various disciplines. For this purpose, rich, authentic resources are needed in the target languages and English and personnel who guide and coach teaching teams who work directly with English Learners.

In 2022- 23, there were 729 English learners in the dual immersion programs in grades TK-8, however generally English learners are under-performing academically. English learners with fluency in their primary language who enter the FLAG programs after 1st grade require targeted support in English language development while maintaining the home language. This is of greater importance for ELs at the secondary level to ensure that they are meeting a-g requirements and are on the college and career pathway. The central office staff, including the FLAG program coordinator and the teacher specialists, work closely with the teachers and the teacher specialists at the school level to ensure that ELs in dual immersion are receiving the necessary support for developing skills in English as well as the target language.

The coordinator and teacher specialists assigned to support the dual language immersion programs closely monitor student achievement towards linguistic and academic goals. This coordinated support districtwide allows us to monitor these programs and the progress of English learners and low income students. Specialized curriculum, targeted instruction in the target and in English during the English block provide services to best meet their diverse needs and decrease barriers to learning. English learners who participate in a dual language setting receive instruction in English and the target language, which is often their native language. The coordinator and teacher specialists work with teachers, providing guidance and professional development to ensure that optimal teaching strategies are employed to facilitate growth and development in their primary language and English. Examples include lessons that emphasize cognates, morpheme analysis, comprehensible input, context-embedded instruction, and connecting to students' prior knowledge to name a few. The coordinator and specialists also monitor the progress of English learners through assessment data throughout the year.

GUSD maintains the FLAG coordinator and specialists to provide improved and increased services principally directed towards English learners, parents, and staff in the dual immersion programs thereby increasing the program's effectiveness and student success. Based on these actions, we expect that English Learners enrolled in one of the district's dual language immersion programs will have the linguistic support they need to access the full curriculum with language learning and with content instruction. The support, in turn, will result in a 5% increase in reclassification rates and a 3% increase in CAASPP scores (ELA) on an annual basis until 2023-24.

Action 18: Instruction-related services for Daily HS

Allan F. Daily Continuation High School provides alternative dynamic and personal educational programs to unduplicated students seeking a more personalized and smaller school learning environment. The school demographics include approximately 55.7% Socioeconomically Disadvantaged (SED) students and about 32% English Learners (EL). These student groups are at a higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs, such as what Daily High School provides, are necessary to meet the needs of English learners and low income students on their pathway to high school graduation. While the data on high school graduation rate does not show an increase between 2019 and 2020, the pandemic presented a significant challenge in meeting the very unique needs of the students at Daily. The designed and personalized supports were challenging to implement during distance learning as the needs of the students are often beyond academics. In addition, the attrition rate at the school makes identifying a clear graduation rate challenging. Their progress needs to be monitored closely and in-person support must be readily available to tackle the academic, socio-emotional, behavioral, and other needs. The reopening of

campuses will allow the school to implement the supports and see gains in the graduation rate. The District is continuing to provide additional support to English learners and low income students to Daily High School because our implementation to date and input from staff show that students who are receiving the targeted support have improved attendance and engagement.

The school ensures that English learners and low income students receive individualized services that include timely intensive interventions in reading and math (Hattie effect size 0.77) and supports to accelerate their progress towards closing the achievement and the credit gaps. The increased small group (Hattie effect size 0.47) and one-to-one support is provided through additional teachers that reduce the student-to-teacher ratio and the additional instructional support staff who work closely with students. Both teachers and instructional support staff provide ongoing and timely feedback to students (Hattie effect size 0.64). Additionally, the counseling service provider works closely with the students to address their learning goals and their social-emotional needs to increase their self-efficacy (Hattie effect size 0.92) and motivation (Hattie 0.69). English learners and low income students are provided with additional alternative programs and opportunities for credit recovery, including extended learning during summer.

GUSD continues to support Daily High School with programs and a smaller learning environment which provides improved and increased services principally directed towards unduplicated students in an effort to better meet the individual needs, unique personal challenges, improve graduation rates, provide educational alternatives, and create more personalized relationships with adults. Based on these actions, we expect a 5% annual increase in the graduation rate for English learners and low income students who are enrolled at Daily High.

Action 19: Expanded Opportunities - Transportation for Clark High School

For 2022-23, 58% of Anderson W. Clark Magnet High School's enrollment qualified for the federal free and reduced meal program, the metric identifying low income students. This is an increase of 5% from the 53% for the 2021 - 2022 enrollment numbers. Clark is a magnet high school specializing in STEM programs using a district-wide lottery procedure to determine student enrollment. Providing bus transportation to students who are low income allows them the opportunity to attend the school and maintain a high attendance rate. More students who qualified for the federal free and reduced meal program also were given access to bus transportation via this action.

As of 2021, low-socioeconomic students have an average of 2.2 days absent, which is lower than the district wide average of 5.0 for the same student group. Additionally, as of 2021, the district graduation rate for low income students is 89.7%, while the graduate rate for low income students at Clark is 99.5%. Given the location of the school in relation to the high unduplicated attendance areas of those students who attend, bus transportation is provided to unduplicated students in an effort to provide equal access. This is the only transportation offered to GUSD students, excluding special education. Many of these students who qualify to attend the school reside outside its boundaries. The student population of this magnet school is drawn from all neighborhoods in Glendale and includes the high percentage of low income students who need access to transportation to attend school. Clark Magnet High School is in the top 2% of 25,553 high schools according to the US News and World Report's 2021 Best High Schools ranking, and offers a rigorous pathway in all areas of science and technology. 60% of students took at least one AP examination with 42% passing at least one exam. 75% of students at the school are proficient in math and 95% in reading proficiency. The school also has a graduation rate of 97%. In order to make access equitable for all high school students to attend Clark Magnet High School, the district provides transportation for qualifying low income students.

In order to make access equitable for all high school students to attend Clark Magnet High School and take advantage of the opportunities offered at the school, the district provides transportation for qualifying low income students at no cost. Student pick-up areas are located at or near the students' school of residence, eliminating all barriers for students to attend Clark High School. GUSD continues to identify a need to provide access and recognizes that the lack of transportation could be a barrier for low income families. Therefore, cost free bus transportation provides improved and increased services principally directed towards low income students attending Clark creating access for students who may not have access to transportation services.

Based on this action, low income students will continue to maintain a high % of enrollment and attendance at Clark Magnet High School. The academic achievement of low income students will increase by 5% annually, as measured by the CAASPP assessment. Additionally, low income students will demonstrate an increased rate of a-g completion and graduation rate.

Goal 2

Action 1: Student Services

GUSD is dedicated to creating a learning environment where every student and family feels connected and supported, and resources and opportunities are equitable. In this light, the District offers a comprehensive system to engage students and families.

The Student Wellness Services (SWS) Department staff provide early interventions to reduce chronic absenteeism for low income and foster youth and English Learners. We considered high levels of chronic absenteeism in each of these student groups and determined this was in area of increased need. Student Support Services and the Equity, Access and Family Engagement departments work in collaboration to provide services for these students groups. GUSD students who are in foster care or experiencing financial hardship require additional systemic support to decrease barriers that make it difficult for these students to succeed academically. They need attendance support to decrease absenteeism which makes it difficult for them to acquire consistent education and cultivate strong peer relations. The Students Wellness Services Department staff monitor students' attendance who are in foster care or experiencing financial hardship to identify students who need support in improving their attendance. Staff make weekly phone calls to parents, whose child is exhibiting attendance issues, to identify the student needs and provide additional support to the students and their families. The interns assigned to each school meet with students with chronic absenteeism individually to provide additional support based on the student and their family's needs. Additionally, the SWS department provides families with food resources to assist them in meeting basic needs. The SWS staff links students and their families to the various agencies in the community to provide interventions and support to address food insecurity, sheltering, clothing, and more. The Equity, Access, and Family Engagement department supports english learner students and families with resources within the district and within the city.

GUSD continues to identify a need to provide districtwide in-house support for unduplicated students needing additional support services. Research supports the concept that basic needs must be met if a student is to thrive. The Student Wellness Services Department addresses these specific needs of low income and foster youth and their families. This provides improved and increased services principally directed towards unduplicated students and families specific to providing basic needs, transportation, counseling, community resources. Additionally, parenting classes are also provided to ensure knowledge of GUSD's education system, graduation requirements, academic and social services provided.

Based on the support provided, the chronic absenteeism rate for low income, foster youth and english learners will decrease by 1% a year from 6.3% to 3.3% over three years and student engagement in school activities and academic achievement will increase (CAASPP math up 2% a year from 54% to 60% and ELA up 2% a year from 64% to 70%).

Action 2: Health and Wellness Services

Social Emotional Learning and Support are at the forefront of everyone's work in GUSD. The District continues to identify a need for additional counseling services that increases and improves services principally directed towards unduplicated students to ensure not only academic success, but also social and emotional well-being. Research suggests that healthy students experience higher levels of success creating additional opportunities for college and career readiness. English learners, low income, and foster youth often require additional support and services to meet their unique needs as they matriculate through middle and high school. The Student Wellness Services (SWS) Department staff, including the director, coordinator, secretary, clerks, and therapists work closely with each school's administrative team to ensure that all students and families receive the support needed. SWS Department also provides social work supervisors to provide guidance, training, and assistance to social work interns. Individual and group counseling, parent support groups, social emotional support through psychological service providers are offered based on identified needs. Additional psychological service providers support all schools with individual and group counseling and parent support groups. The foster/homeless counselor provides academic, attendance, social emotional, and support services limited to unduplicated students and families.

The students who are in foster care or experiencing financial hardship require social and emotional support more than ever before. These families have been significantly impacted by the situations resulting from the pandemic due to their socioeconomic challenges, language barriers, and unstable home environments. The students in foster care or experiencing financial hardship face many challenges that affect their mental health; thus, there is a need to provide mental health services to these students. Research supports that students who feel cared for and have needs met, show an increase in student engagement and academic success. Transitioning to a new school and oftentimes a new country, lack of English proficiency, gaps in education, and developing peer and teacher relationships can be challenging for unduplicated students.

The Student Wellness Services Department staff (psychological services providers and interns) conduct strengths based, culturally competent individualized intakes and assessments to identify the critical needs and provide appropriate support. The staff provides individual counseling that focuses on mutually agreed upon treatment objectives. The staff provides rehabilitative services to students which might include assistance in restoring or maintaining a student's functional skills, daily living skills, social skills, and linking up to needed community services and support resources. Group counseling focuses on topics such as social skills, motivational skills, anger management skills, etc. The staff collaborates closely with students' parents and the educational team. The staff conducts parent workshops to ensure the families are empowered with skills and supported alongside their child.

GUSD continues to identify a need to provide additional psychological support and early interventions to unduplicated students, while providing extra training to staff in

how to best meet the needs of English learners, low income, and foster youth. The increased availability of psychologists allows for key interventions to be implemented prior to referrals for further assessment. The additional psychologists provide improved and increased services principally directed towards unduplicated students to increase academic and social success in an effort to avoid over identification of students needing psychological assessment. Based on the actions provided, there will be improvement in students' social and emotional well being, improved peer relations, improved school attendance, and greater academic functioning as measured by student surveys and academic performance measures.

Action 3: Parent Engagement/Outreach

Families of English learners, low income, and foster youth greatly benefit from opportunities that connect the family to the school and to various resources and supports offered through the district and the community. Increased family engagement has a significant impact on the academic progress of the student (Hattie effect size .42). Furthermore, a strong partnership with the families increases student engagement, leading to improved attendance and sense of connectedness. Students who are connected with their school community take advantage of the many opportunities offered at every level of their K-12 career. Although the pandemic has been very challenging for the English learner, low income, and foster youth families, GUSD has continued to provide ongoing services both in-person and remotely to ensure that families remain engaged and connected to their school and the district.

Glendale Unified School District houses a Welcome Center that provides services to English Learner families. The service begins with Parent Orientations for all our families including our newcomer refugee families. The Parent Orientation begins at the Welcome Center while the children are administered the English Language Proficiency Assessment for California (ELPAC) to determine their English language proficiency. The Welcome Center holds Parent Orientation sessions for parents of all newly enrolled English learners. The GUSD Welcome Center also provides information about the District, such as how to log on to Parent Portal, how to navigate the GUSD website for digital resources, what is the content of the ELPAC, and more. The GUSD Welcome Center staff speak Armenian, Korean, and Spanish, which are the three languages with the highest representation in the District. These staff members play an important role for parents who need language support, as they can communicate in their preferred language to help assist them. One of the staff members is also proficient in Arabic which provides the added support needed for Arabic speaking families joining our District. The staff members at the Welcome Center follow a protocol that includes introductions, confirmation of information such as verification of school sites, student names, grades, and contact numbers. Some examples of services available to engage our newcomers include applying for Free and Reduced Priced Meals, resources before-during-after school tutoring services, English language class offerings, information about parent meetings and training, childcare, before and after school programs, bus passes, and translation services. Parents are given the name of the contact person at their school site, instructed on how to ask for translation services for meetings, more information on academic and social emotional support for their students, and invited to engage with the Equity, Access, and Family Engagement Department Teacher Specialists for all questions regarding EL growth and monitoring.

The Student Wellness Services (SWS) Department provides services to families of foster youth, starting with the intake process to identify their specific needs, personal, academic, and social-emotional. The students are provided with specific services through the SWS office and at the school level. Counselors are assigned to each school who work closely to support the continuous progress of the foster youth, Through the Equity, Access, and Family Engagement Department and with input from educational partners, GUSD will develop and implement a robust family engagement program using the California Department of Education's Framework and Toolkit for Family Engagement to support student achievement through partnership with families English learners, low income, and foster youth. Additionally, professional development will be provided to teachers, administrators, and staff on building partnerships with families. Ongoing learning opportunities and forums are offered on topics relevant to the current needs of these student groups to ensure families are informed and empowered.

GUSD is a diverse community where approximately 64 languages are spoken representing students from a wide range of ethnicities, socio-economic status levels and languages. Parents of many of these families, particularly English learners, low income and foster youth face daunting barriers to becoming engaged with their children's schools and education and may oftentimes feel disconnectedness to their child's education and District and school events and activities. Research shows that parent involvement and engagement supports and increases school connectedness and has a positive impact on student achievement. In an effort to ensure that all families have access to these meaningful experiences, GUSD's in-house translators/interpreters provide consistent language assistance in multiple languages at all in-person events and also through translated documents. The availability of oral and written translations provides improved and increased services principally directed towards unduplicated students and parents by increasing engagement and awareness for those who may not be able to participate and or be engaged in their child's education due to language, cultural and socio-economic barriers.

Based on these actions, we expect to see an increase in the number of English learners, low income, and foster youth families engagement in district and school level activities. Additionally, we expect that the data for these student groups will demonstrate a decrease in chronic absenteeism and suspension rates, and an increase on CAASPP and the ELPAC for English learners closing the achievement gap by at least 3% compared to the aggregated scores of all students on CAASPP.

The District has determined that the actions described here are the most effective use of the funds to support the progress of English learners, low income, and foster

youth. This is based on the identified specific needs of these student groups, which includes families' time and resource deficiencies and the language barriers which impact students' academic progress and engagement with school. These actions are directed to address these gaps and are grounded in evidence-based research as cited within the individual actions. Additionally, the continuing actions are based on the associated outcomes seen in students' academic and behavioral performance from implementation to date. Current 2022 - 2023 data was considered to address chronic absenteeism and is a high priority moving forward.

The district considered unduplicated students' unique needs for increased instructional and linguistic support, and we know that English learners, low income, and foster youth thrive in a safe and engaging learning space where they are exposed to academically and linguistically rich environment, and have access to instructional resources and comprehensible learning experiences. The needs of these student groups are best addressed through increased access to individualized support, and increased access to resources and opportunities for academic and social-emotional growth. As described in the actions, through targeted instruction and intervention, various learning experiences and opportunities, and social-emotional and counseling support for English learners, low income, and foster youth will exhibit the anticipated outcomes. These actions offer students the greatest potential impact on student success.

Effectiveness of Past Actions

Combined together, past efforts with similar actions provided across the entire district have been effective for the targeted student groups of foster youth, English learner, and low-income students, prior to the pandemic. GUSD believes as we increase our focus on reducing chronic absenteeism progress will be made towards expected outcomes for English learners, low income and foster youth student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

For the 2023 - 24 school year, the District is estimated to receive approximately \$27,900,873.00 in supplemental funds based on unduplicated pupil counts (English learner, low income, and foster youth). This equates to 9.37% of increased and improved services. The 2023-24 LCFF Supplemental Funds are budgeted to attain the goals and actions principally directed towards increased and improved services for English learners, low income, and foster youth. GUSD is committed to meeting the unique needs of these students and ensures their academic and social emotional growth through the priorities described in the specific goals and actions. Given there are no additional supplemental/concentration funded actions/services, the focus is and has been on continuous improvement.

Since implementation can be quantifiably measured and improvement documented for key educational programs and services, and there is evidence of a positive relationship between program implementation and academic, behavioral, and social-emotional student outcomes, it is assured that continued efforts and actions will further improve student outcomes, particularly for foster youth, English learner, and low income students who show more potential for improvement.

The District has demonstrated sustained growth in the areas of continuous improvement and evaluation capacity building. Continuous improvement is clearly defined and embedded in projects and initiatives across the organization. The District will continue to deepen and improve its continuous improvement processes, improve the quality of the educational program, and improve the academic, behavior, and social-emotional outcomes of its students. It is expected that some actions continue even with noted declines that are a direct result of post pandemic conditions.

Districtwide: Goal 1: Actions 7-16 and Goal 2: Actions 1-3

Schoolwide: Goal 1: Actions 18-19

Limited: Goal 1: Action 15 and Action 17

All schools in GUSD serve students who are English learners and socio-economically disadvantaged, and foster youth are enrolled in many of our schools. The LCAP goals and actions are specifically created to mitigate the gaps in achievement, attendance, behavior and school climate. The District will continue to provide resources and opportunities for students to increase their school success.

Maximize Student Achievement for English learner, low income, and foster youth: One of the most challenging obstacles to underprivileged students is the compounded learning pace that may exist in a classroom environment. Some of these students may fall behind and not achieve grade level proficiency due to circumstances beyond their control such as attending multiple schools in a year. The significant impact of the pandemic and school closures continues to be evident in students' progress, as they demonstrate challenges academically and socially. To continue to address this need, for the 2022-23 school year, GUSD will continue to strive to reduce the teacher/student ratios by reducing the number of split/combo grade classes at the elementary level, and will continue implementing block scheduling at the secondary level. English learners, low income, and foster youth benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. Reduced teacher/student ratios at the elementary level maximize the teacher's

effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.

GUSD will continue implementation of block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low income, and foster youth. The increased course access ensures that English learners have the greater opportunity for elective courses developing a broad experience with the varying learning experiences, including CTE, Visual and Performing Arts, World Languages, etc. Additionally, classified support is provided to ensure that English learners, low income, and foster youth are supported academically. Education assistants provide help with students accessing the curriculum with small group instruction, differentiated instruction and primary language support.

Additional interventions continue to be provided for the targeted students who have not yet met the proficiency standards based on local and state measures, as well as those not meeting the EAP, AP, and a-g requirements. Interventions include but are not limited to before, during and after school small group targeted standards aligned academic instruction, access to and support in AP and a-g courses. To promote a college and/or career ready culture, Career Technical Education (CTE) pathways have expanded and continue to expand to improve student connectedness and create opportunities for skill based learning.

In addition to the academic success of low income, foster youth, and English Learner students, the social/emotional well-being of a child has a direct impact on learning. These students may be new to the U.S. educational system and lack connectedness with students and staff which may create isolation. Therefore, in addition to academic support, social/emotional support continues to be provided in targeted areas through Student Wellness Services Department, English Learner teacher specialists, FLAG (our dual language immersion program) program teacher specialist and coordinator, social emotional support providers, interns, and psychological support providers. Research supports a positive connection to an adult on campus, increases accountability and improves academic achievement. The District continues the use of the Panorama survey to examine student, staff, and parent feedback to measure progress on the set goals.

Foster a Positive Culture of Learning for English learner, low income, and foster youth: It is important to provide the necessary training and support for the instructional staff to enhance their skills to better meet the social, emotional, physical and academic needs of the English learners, low income, and foster youth. The District continues to work with the instructional staff to develop schedules and plans to support collaboration time and instructional strategies for teacher professional development to best meet the needs of these student groups. Setting high expectations and support structures for English Learners, low income, and foster youth to learn, providing training/support and holding individual teachers, parents, and students accountable for improved learning, remains a high priority for GUSD. Glendale schools continue implementing instructional leadership team (ILT) structures, Professional Learning Communities (PLCs) and focusing on the key drivers of school improvement: clarity of focus, shared leadership, collective expertise, and continuous improvement. These collaborative settings allow staff serving English learners, low income and foster youth the ongoing dedicated time and the resources to examine the data carefully, identify the gaps, select evidence based practices, plan implementation and monitoring.

Data helps inform decisions and the more data points staff has on these targeted student groups, in addition to more staff training on meeting their diverse needs, the more successful the students will be. While the pandemic posed many challenges with the consistent implementation of the assessment systems, GUSD moves forward with a comprehensive assessment process that ensures multiple measures are gathered to inform teachers and staff on the progress of the learners, especially the English Learners, low income, and foster youth. Instructional programs/interventions continue to be implemented and be further expanded this year to provide opportunities for acceleration and expanded instructional time. Each school submits a carefully designed data-driven intervention plan that is reviewed and monitored by the staff in the Teaching and Learning and Equity, Access, and Family Engagement departments, and the Assistant Superintendent of Educational Services. The plans include evidence based instructional strategies and social emotional approaches to supporting English learners, low income, and foster youth. The amount of service these student groups receive are considered improved or increased services relative to services provided for all pupils. An integrated learning environment, where these student groups are included with peers in a rigorous course of study/curriculum with support, has proven to be a more effective structure in GUSD and provides a more effective learning environment for students to succeed.

GUSD recognizes the critical role of the families in supporting student achievement and strives to increase opportunities for student and parent engagement, connectedness and overall achievement. GUSD is committed to increasing student students and parent/family's engagement and participation in District and school activities, programs and committees through meaningful opportunities to support student learning. Promoting student and parent engagement for English learner, low income, and foster youth is particularly necessary for increasing communication, engagement and connection to schools and the District. Too often families of these students hesitate participating in school and or District programs and activities due to barriers such as language and unfamiliarity with the schools' and District's systems and procedures. To address this need, GUSD continues to provide written and oral translations in various languages and in multiple modalities, in person and in a digital format, to increase and improve communication and engagement. Parent workshops are offered throughout the year to engage, inform, and empower families with the knowledge and skills necessary to best support their child academically, socially, and emotionally. GUSD continues to provide evidence-based programs and interventions to increase engagement and student achievement for English learners, low income, and foster youth such as School Smarts, CAFE Project

Inspire, Parent Chat groups, Parent Cafes, etc. Instructional programs/interventions continue to be implemented specifically for English learners, low income, and foster youth with an emphasis on improved and increased services principally directed towards increased student engagement and success. GUSD believes that the best way to serve these student groups is through a specific spending plan that targets their specific needs using evidence-based strategies and individual student and parent support. The amount of service English learners, low income, and foster youth receive are considered improved or increased services relative to services provided for all pupils. An integrated learning environment and increased and improved communication have proven to be a more effective structure in GUSD and provides a more effective learning environment for students and parents to be engaged and successful.

With exception of Action 15 and Action 17 in Goal 1, which is limited to low income students, all increased and improved services actions are principally directed and required to serve GUSD's unduplicated student groups as determined by our comprehensive needs analysis and input from educational partners. The 9.37% of the LCFF funding to increase or improve services is principally directed to actions that provide equity and access through multi-tiered interventions and professional development to better support the academic and social-emotional needs of English learners, low income, and foster youth.

English learners, low income, and foster youth will continue to be supported through these actions that are principally directed to serve their identified needs:

1.7: Carefully planned, school-specific, and evidence-based intervention are implemented throughout the year and are monitored using local and state measures. Collaborative data reviews, training, and planning that are focused on the identified needs of English learners, low income and foster youth are incorporated into the schools' master schedule. Professional development opportunities support effective implementation of the intervention strategies.

1.8: Reduced teacher/student ratios and reduced split/combination classrooms at the elementary provide a learning environment that allows teachers to focus on the grade level expectations and the time and capacity to differentiate the learning experience for students. This is critical for English learners, low income, and foster youth, as they are able to focus on the lesson, interact with the teacher more frequently, and engage with the learning that is differentiated to meet their needs. Small group instruction focuses on the needs of these students, where the teacher focuses on language patterns, scaffolding of skills that may need more support, repetition of lessons for mastery, and the one-on-one interaction to build a connection with each English learner, low income, and foster youth in the class.

1.9: Block scheduling at the secondary level is critical for helping English learners, low income, and foster youth meet a-g requirements and be prepared for college or career. The addition of courses as a result of this change, is increasing access to a variety of courses that are both necessary and also engaging for students. English learners are able to participate in elective classes, while they continue to enroll in their Designated ELD class. Additional course options present a wonderful opportunity for underprivileged students to expand their experiences and outlook as we prepare them for college or a career. Furthermore, block scheduling allows the teacher the necessary time to interact with students, differentiate instruction to their needs, expand on concepts and repeat and review as needed. Student engagement in the content increases when they have the time to build meaning and to interact with the content supported by the teacher. For English learners, low income, and foster youth the various barriers in life limit this level of academic support at home.

1.10: The academic and behavioral support provided through trained instructional assistants in the classroom setting supports English learners, low income and foster youth with increasing their connection to school and the classroom. Additionally, for English learners, the primary language support provided by the instructional assistant supports their progress in language proficiency. Instructional assistants, under the teachers' direction, work closely with these learners providing ongoing one on-one and small group support. They monitor students' performance during the lesson and provide feedback and immediate support that makes the lesson accessible to the student. These services are primarily directed towards increasing and improving services for English learners, low income and foster youth.

1.11: Low income students often have very few opportunities for expanded learning beyond the school day and the school year. GUSD offers multiple opportunities to increase and improve services for these students beyond the school day. Students are invited to participate in before and after school, extended day kindergarten, summer and Saturday school offerings where trained teachers support them academically and behaviorally. Students are able to enhance their skills and complete any missed courses, while deepening their connection with the school community. These opportunities are primarily directed to supporting low income students. Based on this action, we expected academic performance increases and lowering of suspension rates with student groups.

1.12: Research is clear on the benefits of extracurricular learning opportunities for English learners, low income, and foster youth, and GUSD recognizes that the financial, time, transportation, access to these opportunities outside of school poses a challenge for their families. Therefore, these opportunities are provided at the elementary level and are primarily directed towards increasing and improving services for English learners, low income, and foster youth. The extracurricular activities increase student engagement and interaction, and support the development of social skills, collaboration, and language proficiency. They also increase the students' sense of confidence as they learn skills that include the arts and technology.

1.13: GUSD provides library and media assistants at the elementary level to increase access to books and technology instruction for English learners, low income, and

foster youth, who, as seen during the pandemic, lacked these resources at home. School libraries offer a variety of resources for students to take home to build the skill and habit of reading, and the library assistants, in addition to expanding students' English and primary language reading repertoire, teach them how to conduct research and how to properly use the technology resources. This action is principally directed towards increasing and improving services for English learners, low income and foster youth, as it provides equitable access to these learning experiences, regardless of their circumstances at home.

1.14: The pandemic demonstrated that there was a significant technology gap among English learner, low income, and foster youth families. This included not only access to technology and the internet, but also an extensive level of support for families on learning how to use the technology to support their child at home. Teacher specialists from the ETIS department provide ongoing support to these families through one-on-one support and also in parent workshops and chats that are offered throughout the school year. They demonstrate the use of the technology tools, instructional platforms, how to access the parent portal, where to obtain the resources, how to set up logins and passwords, etc. This action is primarily directed to increasing and improving services for English learners, low income, and foster youth families ensuring equitable access to everything offered through the district and sets the students on the path to success.

1.15: GUSD's Newcomer students require a high-quality designated curriculum to provide the academic and social emotional support and development they need to engage in rigorous, grade-level academic learning. Newcomer students have unique educational needs in several areas. They have the challenge of learning beginning English language skills as well as the academic language used in their content classes. They need social-emotional support as they acclimate to a new culture as well as the U.S. school system. Through the continuous communication with the newcomer families in Glendale, we were able to learn that many are in need of services such as help with schoolwork, mental health services, food, job readiness, and immigration services. The pandemic increased the need for students to have support at home with academics. Newcomers face challenges, such as language barriers and fewer resources and instructional support at home due to various family circumstances. A high quality curriculum allows newcomers to gain the basic English language skills as quickly as possible to have greater success within content classes. Long-Term English Learners benefit from rigorous academic language development instruction to reclassify as proficient in English to increase their rate of acquisition in order to meet the reclassification criteria. To ensure that newcomers and LTELs have the oral and literacy skills that they need for academic success, teachers need professional development on effective instructional practices targeted for their unique needs.

Extended school year opportunities are offered to targeted English learners to support their linguistic needs. Newcomers and LTELs are offered summer school courses to boost their proficiency in academic language development. The ELD Curriculum Study Committee (ELD CSC) will begin the review process to adopt a high quality supplemental ELD curriculum specialized for newcomer English language development to expand support for designated ELD for newcomers.

The Teaching and Learning (T&L) department, along with teacher specialists from the Equity, Access, and Family Engagement (EAFE) department continue to provide professional development opportunities and coaching support for TK-12 teachers on the integration of strategies that accelerate language development across content areas for English learners, LTELs and newcomers. GUSD's English learners students have struggled to meet the State standards and demonstrate proficiency in ELA and Math. Oftentimes, language barriers and minimal educational opportunities serve as obstacles for achievement and advancement. GUSD provides teachers specialists at each school aimed at supporting the academic development of English learners. Teacher specialists develop and monitor the instructional programs to ensure mastery of ELD standards and language production. They are trained in and provide support to the school sites in academic language development, ELD standards, ELD framework, evidence based strategies and differentiated instruction to assist teachers and students with implementation and monitoring strategies and interventions for unduplicated students. Teacher Specialists provide increased and improved services such as instructional support principally directed towards ELs to improve academic success and more individualized attention and support. Academic resources and training for teachers and staff are provided to support newcomers in accelerating their progress in language acquisition. Teachers focus on techniques to boost students' oral and written language development. Professional development will also be provided to support staff and paraprofessionals who assist newcomers in their content classes.

The T&L department, along with teacher specialists from the EAFE department provide professional development opportunities that focus on strengthening academic literacy for Long Term English Learners (LTEL) and strategies to strengthen their Social-Emotional Learning (SEL) skills. Professional development includes frontloading vocabulary, providing sentence frames or sentence starters, and offering valuable feedback on writing. T&L and EAFE teacher specialists work with teachers to help them integrate evidence-based oral and written language development strategies and continually monitor student progress through formative and summative assessments.

Expanded learning opportunities are provided to students identified as Long Term English Learners. For all EL students, there is access to site-specific ELD teachers after school for consultation and support, the use of peer tutors at lunch and break times, and access to online tutoring programs. The EAFE staff provide synchronous and asynchronous parent engagement and education opportunities to ensure that families have the resources they need to support the academic and social-emotional growth of our English Learner students. Based on these actions, we expect that newcomers will be better prepared to participate in academic content classes, as demonstrated by the increased percentage of students advancing performance levels on the ELPAC. We expect the number of LTELs who reclassify to increase and

the overall percentage of LTELs will decrease.

1.16: GUSD's renowned FLAG dual immersion program serves approximately 700 English learners. The FLAG teacher specialists and coordinator work closely with all FLAG teachers and administrators to examine the performance and progress of the English learners, and plan strategies that support them in their continuous progress toward English language proficiency and academic progress, as well as growth in their primary language skills. This action is primarily directed towards increasing and improving services for English learners.

1.17: GUSD is committed to equitable access for all students in opportunities that prepare them for college, career, and life. In that light, the District ensures that low income students are able to take the Advanced Placement Exam by eliminating the barriers to the cost of the exam. This action is limited to increasing and improving services for low income students who are provided with an equitable access to the AP exam and opportunities for college and career.

1.18: This schoolwide action focuses on serving English learners and low income students who participate in alternative programs offered at Daily High School. These student groups are at a higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs, such as what Daily High School provides, are necessary to meet the needs of English learners and low income students on their pathway to high school graduation. This action is primarily directed towards increasing and improving services for English learners and low income students and will result in increased engagement, improved attendance, and increased course completion and graduation rates.

1.19 This schoolwide action provides equitable access to low income students from across the district to attend Clark Magnet High school. 58.3% of Anderson W. Clark Magnet High School's enrollment qualifies for the federal free and reduced meal program, the metric identifying low income students. It is a magnet high school specializing in STEM programs using a district-wide lottery procedure to determine student enrollment. Given the location of the school in relation to the high unduplicated attendance areas of those students who attend, bus transportation is primarily directed towards increasing and improving services for low income students.

2.1: GUSD students who are in foster care or experiencing financial hardship require additional systemic support to decrease barriers that make it difficult for these students to succeed academically. They need attendance support to decrease absenteeism which makes it difficult for them to acquire consistent education and cultivate strong peer relations. The Student Wellness Services (SWS) Department provides early interventions to reduce chronic absenteeism for low income and foster youth. This action is primarily directed towards increasing and improving services for low income students and foster youth to reduce chronic absenteeism.

2.2: The students who are in foster care, those experiencing financial hardship, and English learners require social and emotional support more than ever before. These families have been significantly impacted by the situations resulting from the pandemic due to their socioeconomic challenges, language barriers, and unstable home environments. These students face many challenges that affect their mental health; thus, there is a need to provide mental health services to these students. This action is primarily directed towards increasing and improving services for low income students and foster youth to provide timely mental health services.

2.3. Parent Engagement/Outreach is essential for foster youth, English learners, and low-income students. These students and families require the necessary engagement/outreach to create the positive relationships for more opportunities of success. Student Services, Student Wellness Services, Equity, Access and Family Engagement and the Communications departments work collaboratively to stage and host events for these families. The end result is the creation of strong partnerships between home, school and district. Events are offered in person and remotely to ensure maximum participation. Translation services are also provided.

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.

GUSD is not eligible and does not receive concentration grant funding.

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

Action Tables

2023-2024 Total Planned Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$277,188,543.00	\$0.00	\$0.00	\$0.00	\$277,188,543.00	\$229,827,103.00	\$47,361,440.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Instruction and Professional Development	All	\$3,576,152.00	\$0.00	\$0.00	\$0.00	\$3,576,152.00
1	2	Instruction-related services for special education	Student with Disabilities (SWD)	\$47,166,788.00	\$0.00	\$0.00	\$0.00	\$47,166,788.00
1	3	English Learner Support (repeated expenditure, Goal 1, Action 1)	English learner (EL)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	4	College, Career, and Life Readiness	All	\$6,781,598.00	\$0.00	\$0.00	\$0.00	\$6,781,598.00
1	5	Educational Technology	All	\$1,185,710.00	\$0.00	\$0.00	\$0.00	\$1,185,710.00
1	6	Gifted and Talented Education (GATE)	All	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00
1	7	Instructional Support - School Level	English learner (EL), Low Income, Foster Youth	\$2,727,447.00	\$0.00	\$0.00	\$0.00	\$2,727,447.00
1	8	Instructional Support - Elementary	Foster Youth, English learner (EL), Low Income	\$3,841,878.00	\$0.00	\$0.00	\$0.00	\$3,841,878.00
1	9	Instructional Support - Secondary	Low Income, English learner (EL), Foster Youth	\$2,331,086.00	\$0.00	\$0.00	\$0.00	\$2,331,086.00
1	10	Academic and Behavioral Support	Foster Youth, Low Income, English learner (EL)	\$8,172,695.00	\$0.00	\$0.00	\$0.00	\$8,172,695.00
1	11	Expanded Learning Opportunities	Low Income, English learner (EL), Foster	\$2,098,735.00	\$0.00	\$0.00	\$0.00	\$2,098,735.00

			Youth					
1	12	Elementary Extracurricular Opportunities	English learner (EL), Low Income, Foster Youth	\$1,034,673.00	\$0.00	\$0.00	\$0.00	\$1,034,673.00
1	13	Elementary Library/Media Education	Low Income, English learner (EL), Foster Youth	\$725,433.00	\$0.00	\$0.00	\$0.00	\$725,433.00
1	14	Instructional Technology Support	English learner (EL), Foster Youth, Low Income	\$67,625.00	\$0.00	\$0.00	\$0.00	\$67,625.00
1	15	Instructional Support - English learner	English learner (EL)	\$724,386.00	\$0.00	\$0.00	\$0.00	\$724,386.00
1	16	English Learner support in Dual Immersion	English learner (EL)	\$317,433.00	\$0.00	\$0.00	\$0.00	\$317,433.00
1	17	Expanded Opportunities - Advanced Placement Exams	Low Income	\$97,485.00	\$0.00	\$0.00	\$0.00	\$97,485.00
1	18	Instruction-related services for Daily HS	English learner (EL), Low Income	\$2,151,259.00	\$0.00	\$0.00	\$0.00	\$2,151,259.00
1	19	Expanded Opportunities - Transportation for Clark Magnet HS	Low Income	\$1,700,640.00	\$0.00	\$0.00	\$0.00	\$1,700,640.00
1	20	Intervention Support - Elementary Schools	All	\$137,680.00	\$0.00	\$0.00	\$0.00	\$137,680.00
1	21	Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	1	Student Services	Low Income, Foster Youth	\$993,835.00	\$0.00	\$0.00	\$0.00	\$993,835.00
2	2	Health and Wellness Services	English learner (EL), Foster Youth, Low Income	\$1,490,753.00	\$0.00	\$0.00	\$0.00	\$1,490,753.00
2	3	Parent Engagement/Outreach	Foster Youth, Low Income, English learner (EL)	\$2,146,571.00	\$0.00	\$0.00	\$0.00	\$2,146,571.00
2	4	Restorative Justice and PBIS	All	\$807,947.00	\$0.00	\$0.00	\$0.00	\$807,947.00

2	5	Health and Wellness Services - Special Education		\$1,697,255.00	\$0.00	\$0.00	\$0.00	\$1,697,255.00
2	6	Communication and Surveys	All	\$273,000.00	\$0.00	\$0.00	\$0.00	\$273,000.00
2	7	Guidance and Counseling	All	\$5,553,765.00	\$0.00	\$0.00	\$0.00	\$5,553,765.00
3	1	Qualified Staff	All	\$140,811,742.00	\$0.00	\$0.00	\$0.00	\$140,811,742.00
3	2	Instructional Materials	All	\$9,800,000.00	\$0.00	\$0.00	\$0.00	\$9,800,000.00
3	3	Plant/Maintenance Services	All	\$25,978,458.00	\$0.00	\$0.00	\$0.00	\$25,978,458.00
3	4	Safety and Security	All	\$1,296,138.00	\$0.00	\$0.00	\$0.00	\$1,296,138.00
3	5	Health Services	All	\$1,400,376.00	\$0.00	\$0.00	\$0.00	\$1,400,376.00

2023-2024 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
\$297,873,178.00	\$27,900,484.00	9.37%	0.00% - No Carryover	9.37%	\$30,621,934.00	0.00%	10.28%	Total:	\$30,621,934.00
								LEA-wide Total:	\$25,948,164.00
								Limited Total:	\$821,871.00
								Schoolwide Total:	\$3,851,899.00

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	7	Instructional Support - School Level	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools	\$2,727,447.00	0.00%
1	8	Instructional Support - Elementary	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools, Specific Grade Spans,TK-6	\$3,841,878.00	0.00%
1	9	Instructional Support - Secondary	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans,6-12	\$2,331,086.00	0.00%
1	10	Academic and Behavioral Support	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$8,172,695.00	0.00%
1	11	Expanded Learning Opportunities	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	\$2,098,735.00	0.00%
1	12	Elementary Extracurricular Opportunities	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	All Schools, Specific Grade Spans,K-6	\$1,034,673.00	0.00%
1	13	Elementary Library/Media Education	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools, Specific Grade Spans,TK-6	\$725,433.00	0.00%

1	14	Instructional Technology Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$67,625.00	0.00%
1	15	Instructional Support - English learner	Yes	Limited	English learner (EL)	All Schools	\$724,386.00	0.00%
1	16	English Learner support in Dual Immersion	Yes	LEA-wide	English learner (EL)	Specific Grade Spans, TK-8, All Schools	\$317,433.00	0.00%
1	17	Expanded Opportunities - Advanced Placement Exams	Yes	Limited	Low Income	All Schools, Specific Grade Spans, 9-12	\$97,485.00	0.00%
1	18	Instruction-related services for Daily HS	Yes	Schoolwide	English learner (EL), Low Income	Specific Schools, Allan F. Daily Continuation High School, Verdugo Academy, Jewel City Community Day School	\$2,151,259.00	0.00%
1	19	Expanded Opportunities - Transportation for Clark Magnet HS	Yes	Schoolwide	Low Income	Specific Schools, Anderson W. Clark Magnet High School	\$1,700,640.00	0.00%
2	1	Student Services	Yes	LEA-wide	Low Income, Foster Youth	All Schools	\$993,835.00	0.00%
2	2	Health and Wellness Services	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$1,490,753.00	0.00%
2	3	Parent Engagement/Outreach	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$2,146,571.00	0.00%

2022-2023 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$235,288,160.00	\$281,036,495.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Instruction and Professional Development	No	\$3,218,861.00	\$3,445,602.00
1	2	Instruction-related services for special education	No	\$35,625,943.00	\$51,121,335.00
1	3	English Learner Support (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
1	4	College, Career, and Life Readiness	No	\$6,096,413.00	\$6,748,701.00
1	5	Educational Technology	No	\$1,185,710.00	\$1,192,227.00
1	6	Gifted and Talented Education (GATE)	No	\$100,000.00	\$100,000.00
1	7	Instructional Support - School Level	Yes	\$2,987,448.00	\$5,011,081.00
1	8	Instructional Support - Elementary	Yes	\$3,392,297.00	\$3,833,296.00
1	9	Instructional Support - Secondary	Yes	\$2,069,788.00	\$2,331,086.00
1	10	Academic and Behavioral Support	Yes	\$7,671,045.00	\$8,323,084.00
1	11	Expanded Learning Opportunities	Yes	\$2,098,168.00	\$2,099,749.00
1	12	Elementary Extracurricular Opportunities	Yes	\$788,960.00	\$1,045,651.00
1	13	Elementary Library/Media Education	Yes	\$685,678.00	\$647,069.00
1	14	Instructional Technology Support	Yes	\$62,327.00	\$67,625.00
1	15	Instructional Support -	Yes	\$659,168.00	\$724,386.00

		English learner			
1	16	English Learner support in Dual Immersion	Yes	\$317,433.00	\$346,093.00
1	17	Expanded Opportunities - Advanced Placement Exams	Yes	\$80,510.00	\$80,512.00
1	18	Instruction-related services for Daily HS	Yes	\$1,745,999.00	\$2,076,862.00
1	19	Expanded Opportunities - Transportation for Clark Magnet HS	Yes	\$1,000,000.00	\$1,417,200.00
1	20	Intervention Support - Elementary Schools	No	\$151,417.00	\$101,955.00
1	21	Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
2	1	Student Services	Yes	\$527,551.00	\$584,050.00
2	2	Health and Wellness Services	Yes	\$791,327.00	\$876,076.00
2	3	Parent Engagement/Outreach	Yes	\$1,434,859.00	\$2,047,005.00
2	4	Restorative Justice and PBIS	No	\$538,233.00	\$322,953.00
2	5	Health and Wellness Services - Special Education	No	\$1,532,208.00	\$1,676,016.00
2	6	Communication and Surveys	No	\$273,000.00	\$273,000.00
2	7	Guidance and Counseling	No	\$4,662,079.00	\$5,195,872.00
3	1	Qualified Staff	No	\$122,451,726.00	\$144,730,866.00
3	2	Instructional Materials	No	\$7,640,180.00	\$7,100,000.00
3	3	Plant/Maintenance Services	No	\$22,966,225.00	\$24,856,453.00
3	4	Safety and Security	No	\$1,268,950.00	\$1,268,950.00
3	5	Health Services	No	\$1,264,657.00	\$1,391,740.00

2022-2023 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$25,788,504.00	\$26,312,558.00	\$31,510,825.00	(\$5,198,267.00)	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed 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	7	Instructional Support - School Level	Yes	\$2,987,448.00	\$5,011,081.00	0.00%	0.00%
1	8	Instructional Support - Elementary	Yes	\$3,392,297.00	\$3,833,296.00	0.00%	0.00%
1	9	Instructional Support - Secondary	Yes	\$2,069,788.00	\$2,331,086.00	0.00%	0.00%
1	10	Academic and Behavioral Support	Yes	\$7,671,045.00	\$8,323,084.00	0.00%	0.00%
1	11	Expanded Learning Opportunities	Yes	\$2,098,168.00	\$2,099,749.00	0.00%	0.00%
1	12	Elementary Extracurricular Opportunities	Yes	\$788,960.00	\$1,045,651.00	0.00%	0.00%
1	13	Elementary Library/Media Education	Yes	\$685,678.00	\$647,069.00	0.00%	0.00%
1	14	Instructional Technology Support	Yes	\$62,327.00	\$67,625.00	0.00%	0.00%
1	15	Instructional Support - English learner	Yes	\$659,168.00	\$724,386.00	0.00%	0.00%
1	16	English Learner support in Dual Immersion	Yes	\$317,433.00	\$346,093.00	0.00%	0.00%
1	17	Expanded Opportunities - Advanced Placement Exams	Yes	\$80,510.00	\$80,512.00	0.00%	0.00%
1	18	Instruction-related services for Daily HS	Yes	\$1,745,999.00	\$2,076,862.00	0.00%	0.00%
1	19	Expanded Opportunities - Transportation for Clark Magnet HS	Yes	\$1,000,000.00	\$1,417,200.00	0.00%	0.00%
2	1	Student Services	Yes	\$527,551.00	\$584,050.00	0.00%	0.00%
2	2	Health and Wellness Services	Yes	\$791,327.00	\$876,076.00	0.00%	0.00%
2	3	Parent Engagement/Outreach	Yes	\$1,434,859.00	\$2,047,005.00	0.00%	0.00%

2022-2023 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)
\$249,019,929.00	\$25,788,504.00	0.00%	10.36%	\$31,510,825.00	0.00%	12.65%	\$0.00 - No Carryover	0.00% - No Carryover

Instructions

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[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 (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 aspects of the LCAP template 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, 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]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fq/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

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

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

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

LCFF Carryover Table

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