LCFF Budget Overview for Parents

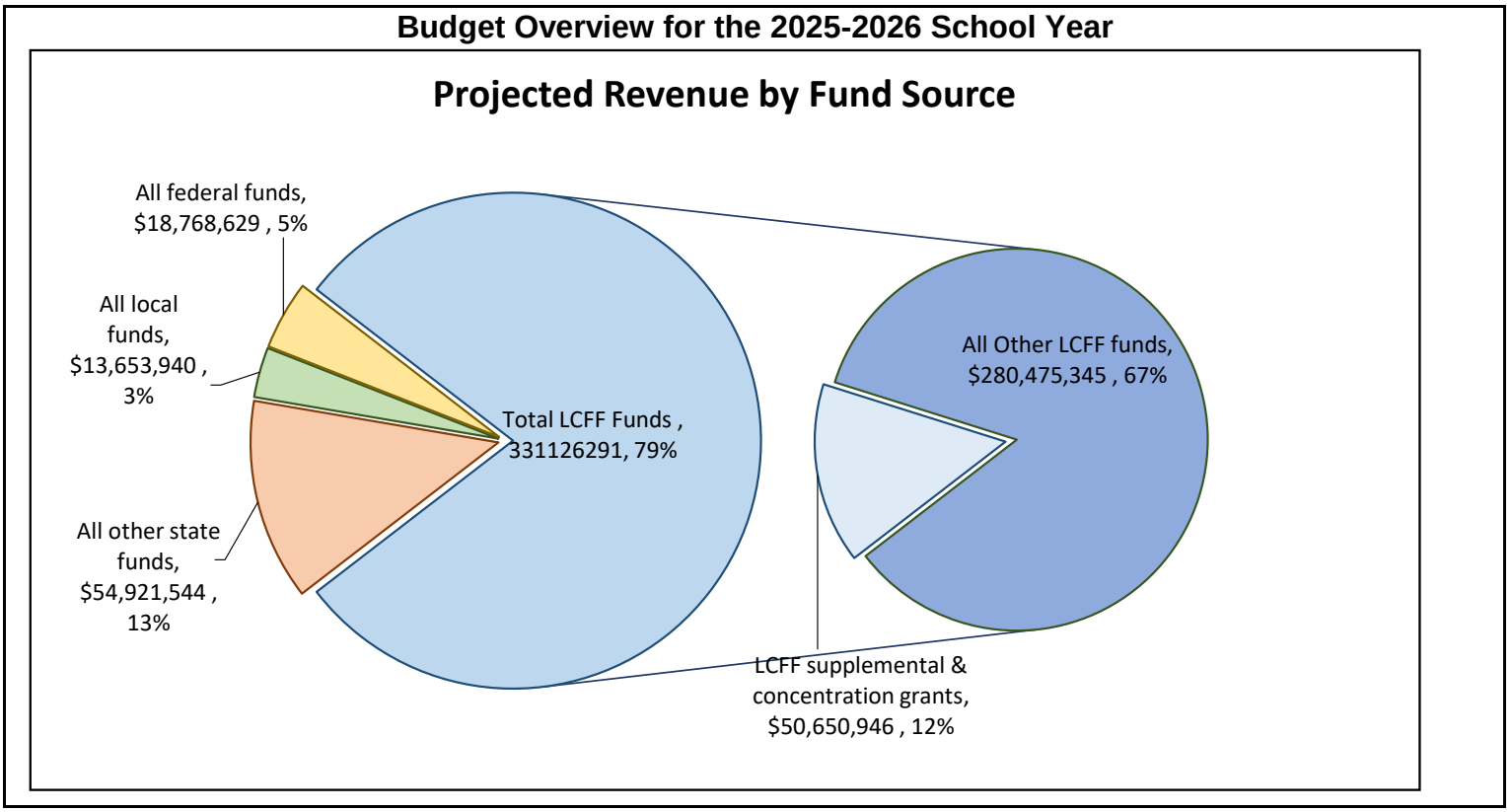
Local Educational Agency (LEA) Name: Glendale Unified School District

CDS Code: 19645680000000

School Year: 2025-2026

LEA contact information: Karineh Savarani - Director, Financial Services

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).

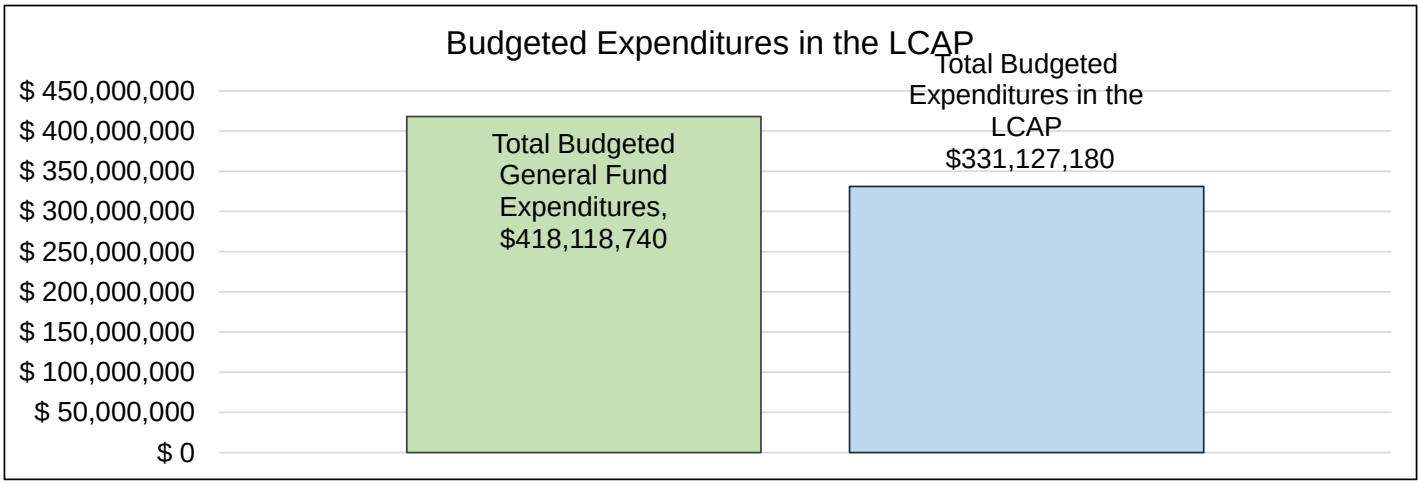


This chart shows the total general purpose revenue Glendale Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glendale Unified School District is $418,470,404.00, of which $331,126,291.00 is Local Control Funding Formula (LCFF), $54,921,544.00 is other state funds, $13,653,940.00 is local funds, and $18,768,629.00 is federal funds. Of the $331,126,291.00 in LCFF Funds, $50,650,946.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Glendale Unified School District plans to spend for 2025-2026. 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 $418,118,740.00 for the 2025-2026 school year. Of that amount, $331,127,180.00 is tied to actions/services in the LCAP and $86,991,560.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

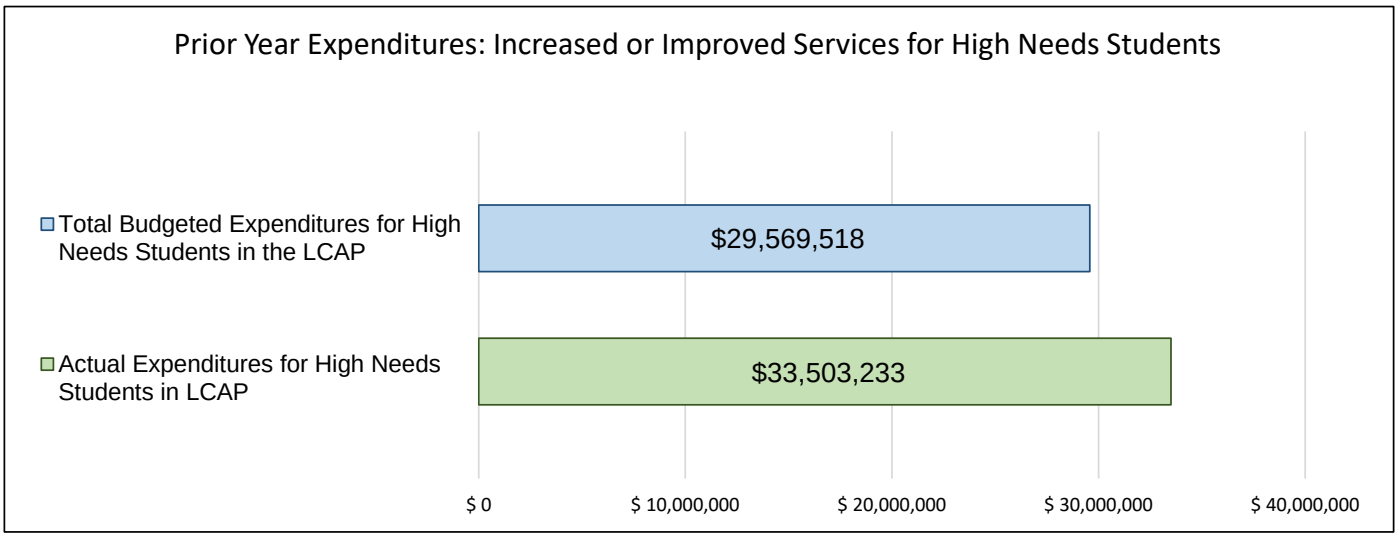
Program expenditures of significance not included in the LCAP are Title I, Part A (Federal funds to close the achievement gap); Title II, Part A: Teacher Quality (Federal funds to increase student academic achievement by improving teacher & administrative quality and effectiveness through professional 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; ELOP; Arts Block Grants; and Medical Administrative Activities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-2026 School Year

In 2025-2026, Glendale Unified School District is projecting it will receive $50,650,946.00 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 $56,227,652.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-2025



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 2024-2025, Glendale Unified School District's LCAP budgeted $29,569,518.00 for planned actions to increase or improve services for high needs students. Glendale Unified School District actually spent $33,503,233.00 for actions to increase or improve services for high needs students in 2024-2025.

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. Kelly King Assistant Superintendent, Educational Services	kking@gusd.net 818-241-3111

Plan Summary 2025-2026

General Information

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

[DISTRICT OVERVIEW]
Glendale Unified School District (GUSD) is a diverse district serving approximately 26,000 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 7,600 high school students, 4,700 middle school students, and 13,700 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 diverse ethnic, cultural, and socio-economic backgrounds and speak 55 different languages. In GUSD, the top five languages spoken in students' homes are English (48.9%), Armenian (30.9%), Spanish (7.5%), Russian (3.9%) and Korean (3.7%). Approximately 50.0% of GUSD students are socioeconomically disadvantaged and 21.0% are English Learners. GUSD students are 64.0% White (which includes Armenian, European, and Middle Eastern), 18.7% Hispanic/Latino, 11.7% Asian, 4.0% Filipino, 1.3% African American, 0.2% American Indian, 0.1% Pacific Islander, 3.5% Two or more Races.

GUSD has a history of success. Ten 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. In 2025, Verdugo Woodlands Elementary earned California Distinguished School status. Daily Continuation High School once again was recognized as a Model Continuation High School. Also, GUSD received a 2024 CSBA Golden Bell Award for the Early College Academy, which connects high school students to classes at Glendale Community College, ultimately allowing them to earn an Associate's degree while earning a high school diploma.

GUSD proudly offers dual immersion programs in seven languages: Armenian, French, German, Italian, Japanese, Korean, and Spanish. GUSD also offers six magnet schools focused on computer science, STEAM, technology, world languages, 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.

[DISTRICTWIDE STRATEGIC PLAN AND VISION]
In the 2024-2025 school year, the focus of professional development and inquiry cycles for all sites Districtwide centered on three major goals, which are also reflected as actions in the LCAP: Literacy by 3rd Grade, Math Literacy by 6th Grade, and College and Career Ready by 12th Grade. This continues to be the mantra moving forward when

it comes to student achievement.

Each fall, the Board of Education engages in a robust discussion and establishes its Board Priorities. This process takes place during several public Board meetings and includes input from multiple educational partners. The following are the current Board Priorities, which are integrated in the LCAP:

Priority 1: Maximize Student Achievement
- Offer robust academic programs and consistent, research-based intervention programs
- Accelerate learning and close opportunity gaps for all student groups
- Increase student attendance to maximize student access to high-quality instruction

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, trust, and understanding for students, parents, and families
- Strengthen relationships with families and school communities

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: Support a Thriving Workforce to Benefit Student Learning
- Recruit, hire, and retain the best talent that supports our diverse students
- Enhance professional growth of all employees to meet district and student needs
- Strengthen collaboration with labor partners

Priority 5:
- 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

[SCHOOLS RECEIVING EQUITY MULTIPLIER FUNDING]
As part of the Local Control Funding Formula (LCFF), Equity Multiplier funds are allocated to schools with prior year nonstability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent. In GUSD, the two schools eligible for Equity Multiplier funding are Allan F. Daily High School and Jewel City Community Day School. Equity Multiplier funding is required to be used to provide evidence-based services and supports for students, and the District is required to document the efforts to improve outcomes for students at these school sites. An Equity Multiplier Focus Goal has been amended to the LCAP as Goal #4.

Reflections: Annual Performance

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

GUSD continues to focus on student achievement and overall student wellness. There is a shared belief that students can achieve their fullest potential by fostering an environment of inclusivity, support and excellence. We are proud of the GUSD community's, particularly the dedication, innovation, and resilience of the staff, students, and parents/guardians despite the lingering impact of the pandemic, the local wildfires and the trauma of war experienced by many recent newcomers. The District recognizes the critical areas of growth and is committed to using the LCAP goals and actions to strategically support student achievement in all areas and for every student group. Progress and growth are measured as quantitative and qualitative outcomes. Academic outcomes measured by assessment results and awards and recognitions, the California School Dashboard, feedback from education partners, and ongoing partnerships with district and community partners provide a picture of the success achieved.

[DISTRICTWIDE PERFORMANCE BASED ON THE 2024 CA SCHOOL DASHBOARD]
ACADEMIC PERFORMANCE

ENGLISH-LANGUAGE ARTS
- “BLUE” (highest) for the following student groups: Asian (increased 4.4 points from 2023) and Filipino (maintained)
- “GREEN” for the following student groups: African American (increased 10.7 points from 2023); All and White maintained from 2023; Two or More Races (declined 3.4 from 2023).
- “YELLOW” for the following student groups: None
- “ORANGE” for the following student groups: English Learners and Homeless Youth maintained from 2023 and Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic declined from 2023
- “RED” for the following student groups: Long-Term English Learners (new group this year) and Foster Youth (declined from 2023)

MATHEMATICS
- “BLUE” (highest) for the following student groups: Asian and Two or More Races (both maintained from 2023)
- “GREEN” for the following student group: Filipino (maintained)
- “YELLOW” for the following student groups: Students with Disabilities (increased 9.6 from 2023); African American (maintained); All and White (both declined from 2023)
- “ORANGE” for the following student groups: English Learners (maintained); Homeless Youth, Socioeconomically Disadvantaged and Hispanic (declined from 2023)
- “RED” for the following student groups: Long-Term English Learners (new this year) and Foster Youth (declined 19.6 points this year)

SCIENCE INDICATOR (informational purposes only for 2024)
- No performance colors were assigned in 2024 for results of the California Science Test (CAST) and California Alternate Assessment (CAA) for Science. Overall, the results indicate that GUSD students tested in grades 5, 8, and once in high school were 6.6 points below standard. Results from the CAST show 42.24% of students met or exceeded standards in Science. On the CAA, 14.75% of students earned a 3, indicating they met the achievement level on this alternate assessment.

ENGLISH LEARNER PROGRESS INDICATOR
- All Students (including the English Learners and Long-Term English Learners) received the performance color of “YELLOW” in 2024. LTELs are a new student group this year, and the EL group declined 2.9% from 2023.

COLLEGE AND CAREER INDICATOR
The 2024 Dashboard reflects a return of Status (current year data), Change (the different from prior year data), and Performance Levels (or colors) for the College/Career Indicator (CCI). In 2023, the results on the CCI were presented as status only.
- “BLUE” (highest) for the following student groups: Asian and Two or More Races (increased by an average of 13% from 2023)
- “GREEN” for the following student groups: All, Filipino and Hispanic (increased by an average of 2% from 2023)
- “YELLOW” for the following student groups: Socioeconomically Disadvantaged (increased by 2%) and White (decreased by 2.8% from 2023)
- “ORANGE” for the following student groups: Students with Disabilities (increased 1% from 2023); English Learners, Long-Term English Learners (new group in 2024) and Homeless Youth (decreased by an average of 7% for these groups)
- “RED” for the following student groups: None

LOCAL INDICATOR: IMPLEMENTATION OF ACADEMIC STANDARDS
- The percentage of Graduates who met A-G requirements for University of California/California State University Schools was 55.9% in 2024, which was equivalent to 2023.
- CTE Pathway Completion rate reached 29.6% in 2024, compared to the 23.8% in 2023.
- AP Exam Pass Rate was 74% in 2024, up from 68% in 2023.
- The Implementation of State Academic Standards per LCAP Self-Reflection Tool has increased to 4.08 (out of 5.00 scale) in Spring 2025, up significantly from the Spring 2024 survey.

ACADEMIC ENGAGEMENT

CHRONIC ABSENTEEISM
- “BLUE” (highest) for the following student groups: None
- “GREEN” for the following student groups: Asian, Filipino and Two or More Races (improvement on average of 4% over 2023 Dashboard results)
- “YELLOW” for the following student groups: All, English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic and White (improvement from 2023 by an average of 5%)

- “ORANGE” for the following student groups: Homeless Youth (improvement of 2% from 2023)
- “RED” for the following student groups: Long-Term English Learners (new group this year) and Foster Youth (increase of 8% from 2023)

GRADUATION RATE
- “BLUE” (highest) for the following student groups: Asian, Hispanic and Two or More Races (maintained from 2023)
- “GREEN” for the following student groups: All, English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic and White (increased by an average of 2% from 2023)
- “YELLOW” for the following student groups: None
- “ORANGE” for the following student group: Long-Term English Learners
- “RED” for the following student groups: None

LOCAL INDICATOR: ACCESS TO A BROAD COURSE OF STUDY
- GUSD earned a California School Boards Association Golden Bell Award for its innovative program, the Early College Academy at Hoover High School, which allows students to earn an AA degree while still in high school.
- The Golden State Pathways Program grants for the implementation ($4.7 million) and planning ($239,000) of CTE pathways provides access to students in all secondary schools.

CONDITIONS AND CLIMATE

SUSPENSION RATE
- “BLUE” (highest) for the following student groups: Asian and Two or More Races (maintained from 2023)
- “GREEN” for the following student groups: All, English Learners, Socioeconomically Disadvantaged, Filipino, Hispanic and White (decreased on average by 0.3% from 2023)
- “YELLOW” for the following student groups: None
- “ORANGE” for the following student groups: Homeless Youth, Students with Disabilities, African American (average increase of 0.4% over 2023)
- “RED” for the following student groups: Long-Term English Learners (new group this year) and Foster Youth (increased 5.1% from 2023)

LOCAL INDICATOR: BASICS – TEACHERS, INSTRUCTIONAL MATERIALS, FACILITIES
- ETIS upgraded Internet bandwidth from 1 Gbps to 10 Gbps to support improved network performance, reduced congestion and seamless access to digital instructional resources in support of overall student achievement.
- There have been no Williams complaints regarding instructional materials in 2024-2025 as of the writing of this report.
- Adoption committees for new instructional materials follow a thorough vetting process. New in 2024-2025 are parent curriculum review committees have been established at the elementary and secondary levels to gain deeper insight and review ahead of adoptions.
- Dual Language Immersion and magnet programs serve over 5,900 students between TK and Grade 8.
- Ongoing maintenance and support of District school sites continue. After the Eaton Fire, the safety and security of school sites was a top priority to promote continuity of instruction and support services.

LOCAL INDICATOR: PARENT AND FAMILY ENGAGEMENT
- Equity, Access and Family Engagement continues to provide programming and support for newcomer families, English Learners, Gifted and Talented students and parents.
- Community Schools provide additional support and resources to families, including free access to medical and dental are. Student Wellness Services provides case management and assists Homeless and Foster Youth.
- New in 2024-2025: The creation of the African American Parent-Student Council has provided an opportunity for families to more directly connect with District staff, leaders and resources. Data has been shared and dialogue is initiated to support this community.
- The response rate on the Annual School Plan Survey increased by ~1,000 responses and touched more than 21% of GUSD households. The English Learner Parent/Guardian Survey received 775 responses—an increase of 45% over last year’s survey. Engagement is at a record high and is motivating the school team to continue reaching out to families for their feedback.

LOCAL INDICATOR: CLIMATE SURVEY
- Student Advisory Council feedback noted the following as successful practices: wide variety of CTE classes offered, offering PSAT/NMSQT to all juniors, access to VAPA courses and opportunities to demonstrate creativity.
- Districtwide Student Panorama Survey 2025 Percent Favorable Results: [Grades 4-5] Emotion Regulation = 47% / Growth Mindset = 42% / Self-Efficacy = 53% / Sense of

Belonging = 56% / Social Awareness = 57% / School Safety = 64%
- Districtwide Student Panorama Survey 2025 Percent Favorable Results: [Grades 6-12] Emotion Regulation = 48% / Growth Mindset = 43% / Self-Efficacy = 45% / Sense of Belonging = 47% / Social Awareness = 56% / School Safety = 58%
- Comparison to Spring 2024: For Grades 4-5, improvement of 3% was seen in Emotion Regulation and School Safety. For Grades 6-12, 3% improvement was noted in both Sense of Belonging and School Safety. Areas for improvement for all grades continue to be Growth Mindset, Self-Efficacy and Social Awareness.
- Employee Culture Survey 2025 Results: Two questions with the highest percent favorable ("agree" and "strongly agree") were "I understand how my work impacts student success" (93%) and "I understand what is expected of me in my role" (89%). Results on all 15 questions of the survey showed improvement over the prior year. Highlights include: "I have an opportunity to share my ideas, suggestions and/or concerns" (76%; 2% improvement from 2024); "I feel valued at work" (71%; up 4%); "I feel safe at work" (78%; up 4%); and "I feel proud to work here" (78%; up 3%)
- All questions on the Annual School Plan Survey resulted in improvement from 2024 to 2025, except one. Three questions produced the greatest gains in responses in the "agree" and "strongly agree" areas: "My child is safe at school" (86%; up 5%); "I am familiar with the Parent/Family Engagement Policy" (66%; up 5%) and "My child's school seeks parent input" (62%; up 5%). The question that declined slightly was parent perception about how academically challenge their child is in school (55%, previously 60%).
- English Learner Parent Survey percent favorable ("agree" and "strongly agree") responses for 2025 saw improvement from the prior year in how parents feel their children are consistently supported (85%; up 1%) and making progress in ELD (86%; up 6%). Areas to monitor include some engagement challenges given that parents' reported participation in ELAC and DELAC meeting remains low and declined by an average of 3% from the prior year. There also is a need to improve communication as 46% of respondents stated they did not know their student's English proficiency level.

[REQUIRED METRICS FROM THE 2023 CALIFORNIA SCHOOL DASHBOARD]
The following data are required to be to be included in this section of the LCAP and must remain unchanged throughout the current three-year LCAP Cycle (2024-2027). The source of these metrics is the 2023 CA School Dashboard and the following elements are included:
(1) Any schools in the District that received the lowest performance level on one or more state indicators
(2) Any student groups in the District that received the lowest performance level on one or more state indicators
(3) Any student groups within a school that received the lowest performance level on one or more state indicators.

It is important to acknowledge the major improvement that occurred between 2023 and 2024 as reported on the Dashboard. In 2023, there were 135 "RED" indicators across student groups at the District and site levels. It should be noted that two-thirds of those red indicators were for student groups contributing to the Chronic Absenteeism metric. On the 2024 CA School Dashboard, there was improvement for 117 of those "RED" indicators with over half of those changes moving two status colors (from red to yellow). In 2023, there were 24 schools that had at least one "RED" indicator. Currently, in 2024, that number has reduced to 13 schools. This indicates major change efforts to "move the needle" and bring about improvement for student groups on multiple indicators. However, the 2024 CA School Dashboard added 62 new "RED" indicators. Twenty-three of these "RED" indicators were for ELA and Math and 15 for Chronic Absenteeism, indicating renewed focus is needed on academic achievement and attendance.

On the 2023 California School Dashboard, the following STUDENT GROUPS WITHIN GUSD received the lowest performance level [red] on one or more state indicators:
- English Learners (EL) – Chronic Absenteeism
- Hispanic (HI) – Chronic Absenteeism
- Two or More Races (MR) – Chronic Absenteeism
- Socioeconomically Disadvantaged (SED) – Chronic Absenteeism
- Students with Disabilities (SWD) – Chronic Absenteeism
- Homeless (HOM) – Suspension Rate

On the 2023 California School Dashboard, the following SCHOOLS WITHIN GUSD received the lowest performance level [red] on one or more state indicators:
- Chronic Absenteeism: Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, and Edison Elementary Schools
- Suspension Rate: Hoover High School
- Graduation Rate, Suspension Rate, and College/Career Indicator: Daily Continuation HS

On the 2023 California School Dashboard, the following STUDENT GROUPS WITHIN THE FOLLOWING SCHOOLS received the lowest performance level [red] on one or more state indicators...

ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE ARTS INDICATOR:
- Students With Disabilities student group at Lincoln, Glenoaks, Marshall Elementary Schools, and Toll, Roosevelt, Wilson Middle Schools

- Homeless student group at Toll Middle School and Glendale High School
- English Learner student group at Glendale and Hoover High Schools

* The following action items will specifically improve services for all school student groups with the lowest performance on the Academic Performance in English Language Arts Indicator:
- Goal 1, Action 2: Literacy by 3rd Grade
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 8: Instruction-related Services for Special Education
- Goal 1, Action 7: Tiered Intervention Support
- Goal 1, Action 15: School-based Intervention Support

ACADEMIC PERFORMANCE IN MATHEMATICS INDICATOR:
- Students With Disabilities student group at Lincoln and Marshall Elementary Schools, and Toll, Roosevelt, Rosemont Middle Schools
- Homeless student group at Roosevelt Middle School
- English Learner student group at Glendale and Hoover High Schools

* The following action items will specifically improve services for all school student groups with the lowest performance on the Academic Performance in Mathematics Indicator:
- Goal 1, Action 3: Math Literacy by 6th Grade
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 7: Tiered Intervention Support
- Goal 1, Action 8: Instruction-related Services for Special Education
- Goal 1, Action 15: School-based Intervention Support

ENGLISH LEARNER PROGRESS INDICATOR:
- English Learner student group at Toll Middle School and Daily High School

* The following action items will specifically improve services for all school student groups with the lowest performance on the English Learner Progress Indicator:
- Goal 1, Action 10: Emerging English Learner (Newcomer) Support
- Goal 1, Action 11: Long Term English Learner (LTEL) Support
- Goal 1, Action 12: Dual Language Instruction
- Goal 1, Action 15: School-based Intervention Support
- Goal 1, Action 17: Instruction-related Services - Daily High School

COLLEGE AND CAREER INDICATOR:
- All students and the Hispanic, Socioeconomically Disadvantaged and White student groups at Daily High School and Students with Disabilities at Glendale High School.

* The following action items will specifically target Daily High School as well as the student groups with the lowest performance level on the College and Career Indicator:
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 17: Instruction-related Services - Daily High School

GRADUATION RATE INDICATOR:
- All students and the English Learner, Hispanic, Socioeconomically Disadvantaged and White student groups at Daily High School

* The following action items will specifically target Daily High School as well as the student groups with the lowest performance level on the Graduation Rate Indicator:
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 17: Instruction-related Services - Daily High School

SUSPENSION RATE INDICATOR:
- All students at Daily and Hoover High School
- English Learner student group at Daily and Hoover High Schools

- Hispanic student group at Toll and Roosevelt Middle Schools, Daily and Hoover High Schools
- Homeless student group across GUSD and at Roosevelt Middle School and Hoover High School
- Socioeconomically Disadvantaged student group at Daily and Hoover High Schools
- Students With Disabilities student group at R.D. White Elementary and Hoover High School
- White student group at Daily and Hoover High Schools

* The following action items will specifically target Daily High School as well as the student groups with the lowest performance level on the Suspension Rate Indicator:
- Goal 2, Action 2: Social Emotional Wellness
- Goal 2, Action 3: Parent/Family Engagement

CHRONIC ABSENTEEISM INDICATOR:
- All students at Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, Edison
- Asian student group at Keppel
- English Learner student group at GUSD, Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, Keppel, Mountain Avenue, R.D. White, Edison, Verdugo Woodlands
- Hispanic student group at GUSD, Lincoln, Balboa, Franklin, Dunsmore, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, R.D. White, Rosemont, Edison, Valley View
- Homeless student group at Balboa, Cerritos, R.D. White
- Two or More Races student group at GUSD and Lincoln
- Socioeconomically Disadvantaged student group at GUSD, Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, Edison, Verdugo Woodlands
- Students with Disabilities student group at GUSD, Lincoln, Balboa, Cerritos, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel
- White student group at Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, Keppel, Mountain Avenue, R.D. White, Edison, Valley View, Verdugo Woodlands

* The following action items will specifically improve services for all school student groups with the lowest performance on the Chronic Absenteeism Indicator:
- Goal 1, Action 7: Tiered Intervention Support
- Goal 1, Action 15: School-based Intervention Support
- Goal 2, Action 2: Social Emotional Wellness
- Goal 2, Action 3: Parent/Family Engagement

The California Department of Education published a list of schools that met the criteria for Additional Targeted Support and Improvement (ATSI) in2024, including: Hoover High - Students with Disabilities (SWD) and Homeless (HOM); Cerritos Elementary - Students with Disabilities (SWD); Columbus Elementary - Students with Disabilities (SWD); La Crescenta Elementary - Students with Disabilities (SWD); Marshall Elementary - Students with Disabilities (SWD) and Homeless (HOM). All five schools exited ATSI within one year and were longer eligible in 2025.

GUSD acknowledges the need to address all of these indicators to ensure continued student success. Local assessment and survey results help determine successes and continued areas of need.

[UNEXPENDED LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG) FUNDS]
As of May 2025, the District has $20,000,000 in unexpended LREBG funds. GUSD intends to use the remaining LREBG funds to employ intervention teachers at the elementary schools. At the high school level, funds will be used for college and career counselors. Monitoring student wellness has been a key initiative in GUSD and will being able to track students' perceptions of their social emotional skills will inform our progress. To support these interventions and monitor student outcomes over time, LREBG funds will be allocated to the software applications the District uses to inform its LCAP metrics: ESGI, i-Ready, NWEA MAP, iStation and the Panorama Survey. Districts using LREBG funds are required to conduct a needs assessment addressing the following areas:
(1) Students in the greatest need of learning recovery supports and interventions
(2) A review of the following metrics – academic performance in ELA and mathematics (students in the “low” and “very low” status on the Dashboard)
(3) An assessment of chronic absenteeism – student groups in the “high” or “very high” status on the Dashboard
As described earlier in this section in the review of CA School Dashboard Data and reemphasized during the District’s needs assessment, student groups that are currently in the “RED” for each of these metrics are Long-Term English Learners and Foster Youth. The intent of GUSDs LREBG plan is to provide standardized support for these student groups as well as those students identified as having reading difficulties through the use of the District’s adopted reading screener, LTELs and those students currently in the

SST review process ahead of an official referral and assessment for special education services.

- Rationale for using LREBG funds for elementary intervention: Our District priorities are: Literacy by 3rd Grade and Math Literacy by 6th Grade. The 2024 CAASPP results indicate that 60% of elementary students met or exceeded standards in ELA. In math, the percentage of elementary students is 53%. There is a need to improvement achievement for all students to meet grade level students in both ELA and math. The February 2009 practice guide “Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades” underscores the District’s belief that intervention teachers can screen students, adjust instruction, provide intervention and monitor students. The March 2021 practice guide “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” cites multiple studies where providing systematic instruction during intervention helps students to develop understanding of mathematical ideas.

- Rationale for using LREBG funds for college/career counseling: In 2024, 60% of GUSD graduates were “prepared” on the College/Career Indicator with 55% of students meeting the A-G requirements and 23% completing a CTE Pathway. A District priority is for students to be college and career ready by 12th grade. To support this effort, additional personnel will help keep students on track for graduation and monitor their completion of requirements needed for post-secondary education or the world of work. A study by Barr and Castleman (2017) showed that college counseling had positive effects on college enrollment and progression in college.

- Rationale for using LREBG funds for tracking student achievement: Because CAASPP results are not publicly released until four or five months after the conclusion of the school year, teachers and school teams need real-time data to drive instructional practices and identify students needing additional support. The use of ESGI, i-Ready, NWEA MAP and iStation (Spanish) allows teachers to have baseline diagnostic data in reading and mathematics three times a year. The results of each administration are shared with parents/guardians and also among instructional leadership teams to define intervention groups and track progress overtime. In 2024-2025, at the beginning of the school year, 39% of students were On Grade Level and Above. As of the end of May, that percentage rose to 64%. This is just one example of how results confirm that growth is being made and serve as a model for our accountability work going forward.

- Rationale for using LREBG funds for social-emotional/wellness support and tracking: The District staffs Student Wellness Services with service providers and counselors. Also, GUSD uses the Panorama Survey biannually to better understand the growth students are making on their SEL domains. The What Works Clearinghouse (2023) publication "Intervention Brief: Social, Emotional, and Behavioral Interventions" highlights how schools can create a positive learning environment by decreasing disruptive behavior and improving social skills and prosocial behaviors among students.

The following action items will specifically integrate the LREBG funding:
- Goal 1, Action 2: Literacy by 3rd Grade
- Goal 1, Action 3: Math Literacy by 6th Grade
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 19: Intervention Support - Elementary
- Goal 2, Action 2: Social Emotional Wellness

Reflections: Technical Assistance

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

Glendale Unified is eligible for Differentiated Assistance (DA) and is currently in Year 1, starting in 2024-2025. On the 2024 California School Dashboard, for LCFF Priority 4 - Pupil Achievement, Foster Youth and Long-term English Learners (LTELs) were “RED” on both English Language Arts (ELA) and Math CAASPP tests. In addition, these two student groups were “RED” on LCFF Priority 5 – Pupil Engagement on the Chronic Absenteeism Indicator. Lastly, Foster Youth and LTELs were “RED” on the Suspension Rate Indicator, part of LCFF Priority 6. The following Differentiated Assistance actions address concerns for Foster Youth and Long-Term English Learners:
- Action 1.2 - Literacy by 3rd Grade
- Action 1.3 - Math Literacy by 6th Grade
- Action 2.1 - Student Attendance Support
- Action 2.2 - Social Emotional Wellness

The work is underway as part of the District’s eligibility for Differentiated Assistance. A team of GUSD educators from the Equity, Access and Family Engagement (EAFE), Teaching and Learning, Assessment and Accountability, Educational Services and Special Education departments attended the 2025 Differentiated Assistance Convening

sponsored by the Los Angeles County Office of Education. This provided an opportunity to learn from local experts and bring back strategies to share at the district and site levels. Engaging a broad coalition of leaders from across multiple departments also helped the team gather input and begin strategizing, as the work belongs to all departments and all sites. In addition, educational partners have been working throughout the school year to draft the English Learner Master Plan to help support a long-term vision and identify supports for ELs Districtwide.

Planning interventions to address gaps in ELA and Math has begun for Foster Youth and LTELs. The Student Wellness Services and EAFE department connects families with resources, including tutoring. Chronic absenteeism has been a major focus across the District. Each month at a public Board of Education meeting, the Financial Services department makes a presentation on the prior attendance month's Average Daily Attendance calculations. Monthly updates are now shared on each site's Actual Present Percentage. And every two months, a list of students that are chronically absent is circulated to site administrators to help them in identification and support of students. Lastly, Student Support Services and Teacher Specialists from Teaching and Learning continue to provide strategies to divert students from the suspension pipeline including restorative practices and community building circles.

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 High School, the District's continuation high school, has been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

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

Supported by District leadership, Daily High School's administration team, School Site Council, and Instructional Leadership Team (ILT) conducted a needs assessment to identify students who were not able to graduate and to determine barriers that prevented them from graduating in the past five years. This task force also assessed students' attendance and engagement with school. The Principal and Assistant Principal have been assigned to work with at-promise students and coordinate student interventions, supports, and resources.

Current needs have been evaluated, along with a review of previous needs assessments, and were used to inform the School Plan for Student Achievement and the CSI goals for the 2025-2026 school year. Due to the transient population of continuation schools, the school's needs may evolve as new students enroll at Daily High School.

Throughout students' educational experience, limited English proficiency was consistently identified as a barrier for students in terms of graduation. Specifically, students struggle with language acquisition. In addition, many students were labeled as both English Learners (EL) and Special Education. Students at Daily High School also navigate mental health challenges.

To support student language acquisition, the school's Teacher Specialist trained teachers on best practices for English Language Development (ELD) and Social Emotional Learning (SEL). Supplemental curriculum and materials have been utilized to support learning. As a schoolwide strategy, project-based learning was identified as an evidence-based intervention to support English Learners in areas of language acquisition by increasing motivation emphasizing relevance in the curriculum.

Another barrier identified through the needs assessment: Students struggle with growth mindset, self-efficacy, social awareness, and emotion regulation. To increase student belonging and promote improvement in these SEL domains, an Advisory period was added to the class schedule for all students. Teachers used this dedicated time to tutor and mentor students and provide intervention and support in building academic and personal resiliency skills. School staff has attended conferences to support at-promise students. Topics included: SEL, community school structure, attendance concerns, accelerated learning, trauma-informed learning, and general graduation support for at-promise student groups.

School leadership engaged the School Site Council (SSC) by sharing the insights gleaned above and sought educational partner feedback on additional strategies and resources needed to increase engagement, attendance and graduation rates. To continue this work, the District has worked with and will continue to support the school leadership team to support the development, implementation, and monitoring of the CSI plan. The Executive Director of Secondary Education provided site check-ins and directly supported the principal. The Coordinator of Assessment and Accountability provided current data on attendance rates, chronic absenteeism reports, NWEA MAP and Panorama Survey results to assist in monitoring implementation and tracking student progress. The District Family Engagement Teacher Specialist supported the school in building partnerships with families and the community by providing opportunities for meaningful engagement.

A Program Accounting Specialist assisted in aligning funds to the prioritized areas of need. They collaborated with the school team in determining evidence-based

interventions, professional development and training needed to build capacity with staff and teachers. The District and site staff worked together to effectively manage funding, budgets, programs and services. As part of this process, staff reviewed both general fund and categorical funds and how they were allocated within Daily to address resource inequities.

Annually, the Daily High School task force, including members of SSC, site and District leadership, students and parents, conducted a thorough needs assessment to determine the root causes of underachievement by Daily students. The needs assessment took into consideration data from the California 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 Equity, Access and Family Engagement Department surveyed teachers, students, and parents/guardians regarding the effectiveness of programs. The information was provided to all educational partners to inform them of the school's current status and discuss the next steps in advancing its programs. In addition, the Assessment and Accountability department shared with the site administration and Teacher Specialist data from NWEA MAP regarding current achievement and how to accelerate learning using the data.

District leaders used evidence-based practices from the What Works Clearinghouse to guide the site team in deciding what strategies to implement based on the needs assessment and root cause analysis.

Monitoring and Evaluating Effectiveness

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

The Executive Director of Secondary Education, the Director of Teaching, Learning and Family Engagement, the Coordinator of Assessment and Accountability and the school leadership team will establish a meeting schedule to discuss the implementation of the actions and strategies and to monitor the data on the identified metrics. Part of this collaboration will include training for and advising the School Site Council and English Language Advisory Committee to assist these teams in setting goals, actions, and strategies. Meetings with SSC will take place no fewer than four times per year. 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. Site and District leaders will collaborate around metrics, including attendance rates, credit completion, interventions, referrals for SSTs, participation in drug prevention programs, and the College/Career Indicators. Feedback and reflections from staff and teachers will be gathered throughout the year and following all professional learning opportunities to review progress and brainstorm next steps. Student feedback and input will also be obtained to determine the established strategies and programs' impact and identify the necessary changes needed.

District leadership will work closely with school leadership at least quarterly to monitor and evaluate the effectiveness of interventions and supports by analyzing student grades, credit completion, and attendance rates. School staff will collect, analyze, and report data. Behavior data entered in the student information system by site leadership will be analyzed along with observational data from the Marriage and Family Therapist service provider as to what general underlying barriers to achievement exist within their caseload. Effectiveness of the plan will be monitored through results on the Panorama and CA Healthy Kids Surveys, attendance and graduation rates, as well as internal data from the site. District staff will annually review the CSI plan and make adjustments based on post-implementation data by prioritizing needs and reviewing changes on the metrics from the Dashboard or other internal data requested by the Daily staff.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Local Bargaining Units Certificated Staff (including Teachers, Counselors, Nurses), Classified Staff and Other School Personnel	METHODS OF ENGAGEMENT: Employee Culture Survey, LCAP Community Conversation Webinars with Google Form Feedback, Presentations at Board Meetings, Library Review Committee, Instructional Materials Adoption Committee Meetings, Curriculum Study Committee Meetings, Counselor Meetings, Monthly Teacher Specialist Meetings, Listening Session with Community Schools Specialists and Counselors, LCAP Self-Assessment Tool = = = = = = = = = = = LCAP Community Conversation webinars provided opportunities for educational partners to learn and understand all parts of the LCAP, ask questions and share their input live during the meeting or submit their feedback digitally through the Google Form survey. These presentations were recorded and made available on the District's YouTube channel and website to reach a wider home audience. District interpreters were in attendance and provided simultaneous translation in Armenian and Spanish. - September 12, 2024 - School Safety and Emergency Communications - October 10, 2024 - Mental Health, Student Wellness Services - November 14, 2024 - Student Achievement (Dashboard and State Testing Results) - January 23, 2025 - College and Career Success, Internships, CTE - February 13, 2025 - Mid-Year LCAP Update - May 29, 2025 - Presentation of 2025-26 LCAP Draft, Updates and Seek Feedback Overall, the Community Conversation webinars garnered 649 views on YouTube and 106 comments were collected on the Google Form as a result of sharing the presentations through the District's "News & Events" weekly online bulletin. Analyzing the number of views and "appreciates" on ParentSquare provides helpful insight into topics that resonate with the community and assists in developing the LCAP and planning for future meetings. The annual LCAP Self-Reflection tool was administered to Teaching and Learning Teacher Specialists in April2025 and provided a valuable reflection on the implementation of academic standards and on what is working or needs development in terms of District priorities in the LCAP. On March 10, 2025, District staff presented to the Equity, Access and Family Engagement Teacher Specialists the mid-year status of the LCAP and solicited input for the coming year's LCAP. Specialists did a partner activity, reviewed current expenditures in the LCAP and shared their collective visions and priorities. On May 23, 2025, District staff reviewed reclassification criteria and the process to support English Learners as well as Long-Term English Learners. The implications of Additional Targeted Support and Improvement for LTELs and Foster Youth come into play and how that aligns with our LCAP goals and actions. These exercises are important not only for seeking ideas from Teacher Specialists, but for empowering them to be leaders in their own school settings armed with new knowledge. The Employee Culture Survey provided local bargaining unit members, including teachers, counselors, nurses, secretaries and custodians the opportunity to give input and feedback on the District's progress and areas of growth. The Spring 2025 included

	responses from 849 certificated and 411 classified staff and solicited input on school and District culture, connectedness to District goals, and shared decision-making. Survey results from the prior year indicated that there were responses from 712 certificated and 364 classified staff. This increase of 17% in the participation and response rate indicates a greater sense of engagement on the part of GUSD employees. Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these public forums. All educational partners had an opportunity to share during Public Communication. Details for participating in Public Communication were posted on the GUSD website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website. A standing agenda item "Communications from Organizational Partners" allows for presentations from representatives from the bargaining units where current successes and concerns are shared. The Assistant Superintendent of Human Resources meets twice monthly with representatives from the Glendale Teachers Association (GTA) leadership, which represents teachers, counselors and nurses. Similarly, meetings with California School Employees Association (CSEA) leadership, which represents secretaries, clerks and custodians, are held twice a month. The Director of Human Resources and the Deputy Director of Classified Personnel also attend the respective meetings. An open agenda format is used to address current issues and trends being experienced by employees at school sites and in the field. This provides another layer of communication and an opportunity to review key initiatives. Counselors and Teacher Specialists are part of the GTA bargaining unit. Each group has its own meetings to address their unique job duties and professional development needs. Because the guidance counselors are focused on course selection, proper placement and preparedness for college, career and life, they have an important voice in guiding the initiatives the District promotes. The Teacher Specialists, while part of the Equity, Access and Family Engagement department, work at specific school sites and manage services for English learners and many of the assessment programs that inform our District's identified metrics. These monthly opportunities for collaboration allow Counselors and Teachers Specialists to interact with District leadership and identify key issues and address challenges. In addition to these established methods of engagement, as needs arise, GUSD actively finds ways to partner with school staff to address current issues. Recent adoptions of the K-2 Reading Difficulties Screener as well as the K-5 ELA/Math Assessments have had robust participation with every elementary site and grade level represented. At the secondary level, a cadre of teachers evaluated credit recovery applications. Each of these groups participated in after-school vendor presentations and held high-level conversations in teacher teams to select the best programs and applications for students and teachers Districtwide. To address concerns, the Library Review Committees were established for both elementary and secondary levels. They meet as needed to review any unvetted or contested books and to objectively determine if a book/material is appropriate for students at a given level, based on GUSD board policies and administrative regulations. The committees are composed of students, parents, teachers and staff. GTA and CSEA are represented by: four to five educators; one to two curriculum experts from Teaching and Learning; and one to two school-based librarians, library technicians or library assistants.
School Site (including Principals) and District-Level Administrators	METHODS OF ENGAGEMENT: Employee Culture Survey, LCAP Community Conversation Webinars with Google Form Feedback, Activities and Listening Sessions at Monthly Principals Meetings, Weekly Cabinet Meetings, Board Meeting Presentations, Library Review Committee, Instructional Materials Adoption Committee Meetings, Curriculum Study Committee Meetings, LCFF Priority LCAP Self-Assessment Tool = = = = = = = = = = = School and district administrators had numerous opportunities to review, evaluate and provide input on the actions and programs provided in the LCAP. The monthly Principals' Meetings were focused on topics aligned to district priorities, goals, and analysis of student performance. Feedback from administrators was collected at every meeting to evaluate progress toward goals and to identify important action steps that inform the LCAP process. In 2024-2025, the District Priorities of "Literacy by 3rd Grade, Math Literacy by 6th Grade and College

	and Career Ready by 12th Grade" were infused in every Principals' Meeting. To deepen the level of inquiry, every other meeting was held at a school site, where principals had an opportunity to do Learning Walks with colleagues, visiting classrooms and discussing instructional practice. These Learning Walks facilitated the Collaborative Inquiry Cycles taking place at each site. Principals Meetings also were used for training on employee evaluations, budgeting and resource allocation. The Executive Directors of Elementary and Secondary Education met with their respective site administrators monthly to discuss progress on school and District initiatives and gathered input and feedback to inform. Cabinet meetings were enhanced this year but including department leaders from the coordinator level up, allowing for better cross training, sharing of ideas and prioritizing of resources. As a result of a FCMAT study, there was deeper engagement by site leaders and department heads in the shaping of their budgets. Being able to prioritize in this way allowed for individuals to provide rationales and dialogue around important expenditures and potential funding sources. Agenda review meetings held prior to the Board of Education meetings along with post-meeting follow-ups were conducted and provided opportunities for feedback and course correction, as necessary. Administrators also participated in the LCAP Community Conversations and provided input during these sessions and through the online feedback form. On February 26-27, 2025, District administrators met with site administrators to review budgets, staffing allocations, key metrics, and action planning for the following school year. School administrators reviewed their current plans and set future goals to address the identified areas of need. On April 17 and May 15, 2025, district leadership and site administrators discussed the 2024-2027 LCAP priorities based on the current district performance data. During the Principals Meeting, table activities and share outs took place to discuss were there are duplication of efforts across the District, what programs/initiatives should be prioritized and what other issues should be explored while planning for the future. These conversations and the resulting feedback informed the LCAP development process. Some of the priorities from the input included: support for newcomers, English Learners, and students with disabilities, as well as systematic academic interventions. The annual LCAP Self-Reflection tool was administered to site administrators, Teaching and Learning Teacher Specialists and District leaders in April 2025 and provided input on the overall perception of GUSD's implementation of academic standards as a result of actions in the LCAP. The response average increased to 4.08 out of 5.00—up from 3.76 the year before. District management participated in the Spring 2025 Employee Culture Survey, with 81 certificated or classified managers responding, an increase of 10% in the participation rate from 2024. Overall, this year's Employee Culture Survey garnered 200 more responses than in the prior year, indicating an interest in participating and sharing feedback. A meeting with the SELPA Director was held in May 2025 to share GUSD's LCAP, review all Students with Disabilities data and discuss current goals, needs, and challenges. Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these public forums. All educational partners had an opportunity to share during Public Communication. Details for participating in Public Communication were posted on the GUSD website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website. While not an official bargaining unit, the Glendale Schools Management Association (GSMA) leadership meets monthly with the Superintendent to review concerns and to engage in dialogue around key District initiatives and their implementation at the site and department level. The standing "Communications from Organizational Partners" agenda item provides a forum for GSMA leadership to address the Board of Education and update the community on their successes and concerns.
Parents/Guardians	METHODS OF ENGAGEMENT: School and District Surveys including the Annual School Plan and English Learner Parent/Guardian Surveys, LCAP Community Conversation Webinars with Google Form Feedback, Council PTA Meetings, Monthly Superintendent Parent

Advisory Council Meetings, District English Language Advisory Committee, Library Review Committee, Elementary and Secondary Parent Curriculum Review Committees, World Languages Advisory Committee Meetings, GATE Parent Advisory Committee, Presentations at Board Meetings
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Parents/guardians participated in the LCAP Community Conversation webinars and provided input using the Google Form which was shared during the live sessions and also included in the GUSD weekly bulletin. Recordings of the webinars were made publicly available online and shared with those unable to attend live to gather more input. At the LCAP Town Hall meeting on May 29, 2025, the proposed LCAP goals and actions were presented. Input and questions were solicited on a Google Form and the recording was made available through the Public Hearing date of June 10, 2025.

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

2024-2025 Monthly Check-in Meetings with School PTA Leaders
- September 13, 2024
- October 11, 2024
- November 15, 2024
- January 24, 2025
- February 14, 2025
- March 14, 2025
- April 11, 2025
- May 9, 2025

2024-2025 Glendale Council PTA Association Meeting Dates
- September 5, 2024
- November 14, 2024
- February 20, 2025
- April 3, 2025
- May 29, 2025

2024-2025 Glendale Council PTA Executive Committee/Board Meetings
- August 15, 2024
- September 26, 2024
- October 24, 2024
- January 30, 2025
- April 10, 2025
- May 8, 2025

District English Learner Advisory Committee (DELAC) meetings provided English Learner families the opportunities to engage in evaluating and advising District leadership on programs and services for English Learners. Simultaneous translation in Armenian, Korean, and Spanish was provided through District interpreters. DELAC attendees participated in the development of the annual multilingual English Learner parent survey that was administered to all English Learner families in the District. At its May 12, 2025 meeting, District staff reviewed the results of the EL Parent Survey and there was discussion about how these results would inform the LCAP goals and actions, particularly around ELs and LTELs.

In 2024-2025, DELAC meetings were held virtually for increased access:

- October 7, 2024
- December 9, 2024
- February 3, 2025
- March 10, 2025
- May 12, 2025

District staff reviewed the Annual School Plan Survey and the English Learner Parent Survey for continuity. The Annual Plan Survey was distributed through each school site's Teacher Specialist and results were collected on a Google Form for each site. In all, 3,814 responses were received from April 7-25, 2025 from the 18,152 households in Glendale Unified, representing 21% of all households--up 4% for the previous school year. All grades and schools were represented in the survey results. The survey was available in four languages, English, Armenian, Korean, and Spanish.

Parents/guardians were engaged as partners to provide feedback as the District carries out initiatives and when concerns emerge. The World Languages Advisory Committee assists the Director of Dual Language Immersion and Magnet Programs in meetings three times a year as they develop strategies to promote engagement in and recruitment for DLI programs.

The Gifted and Talented Education (GATE) Parent Advisory group met three times during the school year November12, 2024, February 4, 2025 and April 29, 2025). Parents/guardians provided feedback on the GATE program, including the use of the NNAT3 screening and extra educational opportunities. They also provided edits to the District's GATE Master Plan document that is being developed to provide a comprehensive overview of the program and its offerings.

Feedback that informed this year's LCAP goals also motivated GUSD staff to establish the African American Parent Student Council. This group with support from community members, began meeting in the fall and held sessions to review relevant student data and promote dialogue with the District's African American community. There were two full scale, evening, in-person events and provided opportunities for parents and families to interface with District staff to share concerns and celebrate successes.

The District established the Elementary and Secondary Library Committees, which meets as needed to review any unvetted or contested books and/or materials. In addition to students, educators and administrators, three parents/guardians of current GUSD students serve on the committees. Parent/guardian committee members are selected randomly. A request for volunteers is sent to all parents/guardians every August. One volunteer member is randomly selected from each high school cluster area.

To assist parents in understanding District-approved curriculum and textbooks, the Teaching and Learning department holds curriculum nights where they share presentations for a content area or topic in a course (i.e. health curriculum) followed by a question and answer period between parents and school staff. This was a valuable opportunity to clarify expectations and facilitate communication. New in 2024-2025 was the creation of the Elementary and Secondary Parent Curriculum Review Committees. These committees have representatives from each Trustee Area in the District and meet as needed to review recommendations from teachers and District leaders for textbooks, instructional materials or software applications that will be used in classrooms across GUSD. These committees have met multiple times in-person and virtually to hear from vendors and staff about instructional offerings and a standardized form is used to collect parent/guardian input before it is shared with the Board of Education for final approval.

Multiple parent engagement opportunities were also held at the school level, including: School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA Board and Association meetings, and Coffee with the Principal.
Responses from Community Conversations and Board of Education meetings, PTA and SPAC parent advisory groups and visits to school sites continue to demonstrate a desire for high-quality learning experiences, academic interventions and social-emotional support for students.

Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these public forums. Parent/guardian participation during Public Communication is appreciated, and many use the opportunity to discuss the District's programming and student successes/challenges. Details for participating in Public Communication were posted on the GUSD

	website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website.
Students	METHODS OF ENGAGEMENT: Panorama Survey, California Health Kids Survey (every two years), LCAP Community Conversation Webinars with Google Form Feedback, Student Advisory Council, Student Voice Panels (District and Site Level), Board Meeting Presentations, Student Board of Education Member = = = = = = = = = = = The Panorama Survey was administered to all students in Grades 4-12. In grades 4 and 5, 3,532 students completed the survey in Spring 2025, which represents an increased response rate of 1% over the Fall 2024 survey. In grades 6-12, there were 11,893 responses in Spring 2025 compared to the 11,376 student responses from Fall 2024, representing an increase of 5%. The increased response rate offered school and District leaders valuable insight into student experiences and perspectives for LCAP planning. Students had the opportunity to participate in the LCAP Community Conversations originally shared as webinars and then circulated via the District's weekly "News & Events" newsletter. The webinars were posted on YouTube to provide public access to the information. A follow up was sent to all educational partners in the form of a survey on the webinar topic, which provided important feedback to inform the LCAP. Each fall, the Student Advisory Council (SAC) is convened. In order to attract a diverse cross-section of student leaders representing each of the five high schools, outreach efforts were expanded and included a pre-application information session with former SAC members sharing their experiences and inspiring future leaders to apply. Staff reviewed a record-setting 100 applications and 27 members along with 12 alternates were selected. The Council met monthly and discussed issues and topics important to the student body. Among their many responsibilities, the SAC planned two Student Voice Panel forums and the annual middle school leadership conference. They also selected one of their members to serve as the district Student Board Member who attends every Board of Education meeting as a non-voting member. 2024-2025 SAC Meeting Dates - September 11, 2024 - September 18, 2024 - October 16, 2024 - November 13, 2024 - December 11, 2024 - January 15, 2025 - February 21, 2025 - March 12, 2025 - April 2, 2025 Student Voice Panels promoted leadership, advocacy, and civic engagement, and provided students a voice in creating positive change throughout the District. Two Student Voice Panels were held this school year: November 6, 2024 and February 25, 2025. Student Voice Panels were held in person and also live streamed on the District's website. Each high school was represented by three student panelists nominated by their schools. The diverse group of students shared their perspectives on issues that were important to them. Board Members asked clarifying questions and received feedback directly from students. Topics and questions for the Student Voice Panels were crafted by the SAC leaders. Some of the topics of focus included: creating a sense of belonging (connectedness); college and career readiness; mental and physical health; building school spirit; fostering stronger communication; improving attendance; diversity, equity, and inclusion; and school safety and security. Student input and feedback were incorporated in the LCAP planning process. As part of the LCAP development process, District staff engaged the SAC during its March 2025 meeting in a conversation about the LCAP goals and actions. Students conducted a tabletop exercise where they grouped the actions into themes, discussed priorities and the funds allocated to each action. This was a powerful learning experience for student leaders as they had robust conversation around governance decisions and helped District leaders organize the LCAP using their feedback. Student leaders serve on the Elementary and

	Secondary Library Review committees and work with parents and staff to address concerns raised by community members. Two high school students (selected from the SAC) participate in these meetings, which are convened quarterly. Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these public forums. All educational partners had an opportunity to share during Public Communication, including students that used this opportunity to discuss current issues and trends. Details for participating in Public Communication were posted on the GUSD website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website.

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

During the 2024-2025 school year, Glendale Unified gathered input from educational partners for the LCAP process. The 2025-2026 update to the three-year plan was established through authentic feedback 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 the GUSD and school websites, Parent Square digital outreach, postings at District and school facilities, and District social media platforms.

Parent/guardian feedback was gathered from the ANNUAL SCHOOL PLAN SURVEY, which included responses from all grade levels: elementary school (2,309), middle school (645), and high school (860). With a total of 3,814 responses, the Spring 2025 survey had a 28% increase in the response rate over the previous year where 2,975 responses were gathered. This indicates the desire by parents/guardians to be involved in the schools and there is a need for expanded opportunities to harness these educational partners' voices and experiences.

The following are the percentage of favorable responses from parents/guardians on the Annual School Plan Survey:
- 55% stated that their child is academically challenged at school (-5%)
- 80% stated that their school keeps them well informed of their child's academic progress (maintained)
- 86% stated that they feel their child is safe at school (+5%)
- 65% stated that they knew how to access mental health supports offered at the school (maintained)
- 47% stated that their school provides training for parents to support their child's learning (+1%)
- 62% stated that their school actively seeks input from parents/guardians before making important decisions. (+5%)

The results from the Annual School Plan Survey indicate improvements in parents' perception of school safety and how schools are actively reaching out before making decisions. Parents are looking for opportunities to engage with their schools. Given that the results have remained stable for informing parents of student progress and knowing how to access mental health resources, it is evident that outreach efforts are remaining strong. However, given that there is a slight decline in the perception about students being challenged in school, there is a need to focus on academics and support students who may need additional support.

On the annual ENGLISH LEARN PARENT/GUARDIAN SURVEY, there were775 responses in 2025, an increase of 45% over last year. The favorable responses "agree" and "strongly agree" are as follows:
- My child is making significant progress in ELD. - 86% (+6%)
- My child feels academically supported by teachers/staff at the school. - 85% (+6%)
- I understand how students are first identified as English Learners. - 76% (-2%)
- I understand the reclassification criteria from EL to English Proficient. - 77% (+3%)

The results from the EL Parent Survey are very encouraging and suggest that outreach efforts to educate parents and students on EL programs and benefits have been successful. The only survey question that indicates additional support could be provided is helping parents understand how a student is initially identified for EL services and what that proficiency status means for a student and their educational journey.
The following are the percentage of favorable student responses on the Spring 2025 PANORAMA SOCIAL EMOTIONAL LEARNING (SEL) INVENTORY:
Grades 4 and 5
- Emotion Regulation: 47% (+3%)
- Growth Mindset: 42% (-19%)
- Self Efficacy: 53% (-9%)

- Sense of Belonging (connectedness): 56% (-5%)
- Social Awareness: 57% (-9%)
- School Safety: 64% (+3%)

Grades 6-12
- Emotion Regulation: 48% (-3%)
- Growth Mindset: 43% (-6%)
- Self Efficacy: 45% (-9%)
- Sense of Belonging (connectedness): 47% (+3%)
- Social Awareness: 56% (-6%)
- School Safety: 58% (+3%)

The results on the Spring 2025 Panorama Survey demonstrate a continued need for training on the Panorama tools and lessons in these focus areas for all school staff to take ownership and be equipped with strategies regarding students' needs. While there was an increase in the perception of safety at school across all grade levels, concerns have emerged in areas where they are large dips. For example, while students feel safe at school, their Social Awareness has dipped in all grade levels—which includes their empathy skills and ability to get along with others. On the academic front, there were declines in Growth Mindset and Self-Efficacy, which highlights the importance of presenting academic challenge (as seen in the Annual School Plan Survey), but also providing intervention and support so that students can have coping and resilience skills when faced with difficult academic topics.

The following are the percentage of favorable responses received on the GUSD EMPLOYEE CULTURE SURVEY:
- I understand how my work impacts student success. - Classified: 84% (-7%), Certificated: 96% (+1%), Management: 96% (+1%)
- I have an opportunity to share my ideas, suggestions, and/or concerns with leadership at my school/work location. - Classified: 69% (+1%), Certificated: 79% (+2%), Management: 84% (maintained)
- I have an opportunity to influence the decisions made at my school/work location. - Classified: 53% (+2%), Certificated: 63% (+5%), Management: 79% (+6%)
- My supervisor promotes trust and teamwork among staff. - Classified: 73% (maintained), Certificated: 71% (+2%), Management: 80% (-2%)
- I feel safe at work. - Classified: 75% (-1%), Certificated: 79% (+8%), Management: 86% (-2%)
- I understand what is expected of me in my role. - Classified: 81% (-8%), Certificated: 92% (+1%), Management: 94% (-1%)
- A high priority is placed on professional training, coaching, and learning. - Classified: 54% (-1%), Certificated: 62% (+4%), Management: 65% (-3%)
- Information is widely shared so that I can get the information I need when it's needed. - Classified: 63% (+4%), Certificated: 69% (+7%), Management: 69% (+1%)
- I feel proud to work here. - Classified: 77% (maintained), Certificated: 78% (+6%), Management: 85% (-4%)

While the results on the Employee Culture Survey improved from last year for every question (plus, additional 200 employees took the survey), when results are broken out by employee classification, we tend to learn more about where to focus efforts. For example, the overall percentage of employees feeling safe at work increased by 4%, but declined slightly for administrators and classified staff while improving significantly for certificated staff. This suggests that a needs assessment must take place to provide physical and emotional safety for frontline workers, which is addressed in Goal #3 of the LCAP. The area of the greatest decline is for classified staff in their understanding of what is expected in their roles and how their work impacts student success. These data indicate a need for increased communication and engagement of classified staff to see how their work is linked to academic outcomes. A great improvement in communication and engagement is seen, however, in the response about how staff is able to get information that is widely circulated. There is a need to continue and enhance communication among educational partners.

The District collected feedback from educational partners using a Google Form that was live during the LCAP COMMUNITY CONVERSATION WEBINARS and kept open throughout the school year. The following represent the main ideas captured using this feedback form:
- Across all of the Community Conversations, the feedback consistently highlights a strong community desire for enhanced resources, improved communication, and more personalized support for students. Participants emphasized the need for counselors, mental health professionals as well as programs that provide development of foundational skills and early exposure to careers. There is a need for clearer communication between schools and families regarding student progress, available support and safety protocols. The total participant breakdown across all sessions 75% parent/guardian, 22% staff members, 4% community members, and 1% students.

2024-2025 marks the third full school year that GUSD has used ParentSquare, and it has become the primary method of communication as messages can be delivered via email, text and the app. Below are some important metrics that indicate how usage has increased and promoted greater engagement of educational partners:
- Posts: 25,072 (up 10% from last year)
- Direct Messages: 427,984 (+57%)

- Calendar Events: 1,112 (nearly 3x more than the prior year)
- Secure Documents: 77,000 (+30%)

The ParentSquare statistics remind us of the importance of regular, timely communication with educational partners. Engagement has grown and it is the District's collective responsibility to maintain that level of service and support to families.

Recommendations of Priorities, Goals, Outcomes, and Actions/Services for the 2025-2026 LCAP:

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, Superintendent's Parent Advisory Committee, Student Advisory Council, 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 and is reflective of and supported by the GUSD Board Priorities. The more robust response rate across all surveys indicates a strong desire to share feedback and an expectation that the results translate to action. Addressing academic gaps has emerged as a top priority, especially for the youngest learners, and students who are English learners, low income, and foster youth. Additionally, implementation of a comprehensive approach to early identification and targeted intervention is needed to address learning gaps through evidence-based strategies.

Based on educational partner feedback, it is recommended that GUSD continue with the goals and actions in the current three-year plan. Priorities will be placed on:
- Promoting literacy by 3rd grade through increased achievement in English Language Arts
- Building math literacy by the end of elementary (5th or 6th grade)
- College and career readiness by 12th grade, resulting in improved A-G completion rates and CTE pathway completion
- Targeted academic interventions and additional behavioral support to assist students with accessing curriculum
- Expand supports and interventions to reduce chronic absenteeism
- Support mental health and social emotional learning
- Continued efforts to increase support for all English Learners, with focus on newcomers and Long-Term English Learners (LTEL)
- Closing the achievement gap for students of color, traditionally underrepresented student groups and Foster Youth
- Increased professional development to support implementation of standards
- Increased family engagement opportunities
- Continue to provide high-quality instructional materials and 1:1 Chromebooks
- Continue to maintain clean and safe school facilities

GUSD presented the mid-year LCAP Update at the February 11, 205 Board meeting. The following information was presented:
- All available mid-year outcome data related to metrics identified in the 2024-2025 LCAP
- Mid-year expenditure and implementation data on all actions identified in the 2024-2025 LCAP.

The LCAP Public Hearing was held on June 10, 2025. The agenda was posted 72 hours prior to the Board meeting. The draft LCAP goals and actions were presented along with relevant updates required for the 2025-2026 plan.

On June 24, 2025, the final LCAP and Budget Overview for Parents were adopted, and the local indicators were presented.

Daily High School and Jewel City Community Day School are receiving Equity Multiplier funding for the first time. Given that these two schools share administration, counselors, teachers and clerical staff, being able to consult with them was facilitated due to their close proximity to each other and their unique understanding of the academic, emotional behavioral needs of the students they serve. As part of the needs assessment, staff reviewed data including some of the concerns about students' challenges in graduating on time. Staff also consulted students and parents in the process of writing the plan and learned that due to a variety of factors, including English Language Acquisition Status and emerging literacy skills, students often enter Daily and Jewel City credit deficient particularly in the area of English. This prompted the staff to look at their staffing and produce a plan that would allow more contact with a credentialed English teacher to meet these students' needs and use the Equity Multiplier funds in a strategic way. The Equity Multiplier Focus Goal has been added to the 2025-2026 LCAP as Goal #4.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize Student Achievement: All students will have access to standards-aligned high-quality equitable instruction to ensure readiness for college, career and life.	Broad Goal

State priorities addressed by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

All students should have access to and receive high-quality learning experiences to be prepared for success in college, careers and life beyond GUSD. The District must address the needs of a diverse student population, including student groups that need additional support. Creating a robust instructional program that has many opportunities and levels for entry along with targeted intervention is necessary.

To achieve these aims, GUSD will need to…
- Target CA School Dashboard metrics including academic achievement in ELA and Math along with the English Learner Progress Indicator, the College/Career Indicator, and Graduation Rate.
- Focus on at-risk student groups to ensure they have equitable access and receive the supports they need to succeed, including a focus on academic achievement and socioemotional well-being.
- Continue supporting early literacy, including implementing plans that incorporate tiered interventions. 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.
- Emphasize quality math instruction to ensure students have adequate math literacy by the time they exit elementary school, intervening as needed to support student mastery of standards.
- Expand its efforts to boost the reclassification rate and support the English language progress of all English Learners, with specific focus on newcomers and Long-Term English Learners (LTEL).
- Increase its college/career readiness rates through a variety of strategies including: increased participation in the PSAT/NMSQT, successful completion of AP and A-G courses while also encouraging greater persistence through Career Technical Education (CTE) pathways and participation in internships and apprenticeships to gain real-world experience.
- Provide engaging learning experiences through a broad course of study that sparks passions, creativity and expands on curriculum.
- Invest in professional growth opportunities for all staff to delivery responsive, equitable instruction to all students.

This LCAP section reflects Goal 1 of GUSD's Board Priorities, which aims to:
- Close the digital and equity gap.
- Offer robust academic programs.
- Accelerate learning and improve attendance and engagement.

We are continuing with this goal based on the 2024 California School Dashboard as we have made progress in outcomes near the end of students' academic journey--specifically in Graduation Rate and CTE Completion. However, earlier in the educational pipeline, there is a need to address declines in ELA and Math achievement, particularly among EL, FY and SED student groups. Educational partner feedback indicates an awareness of gaps in student achievement and a need for organization-wide interventions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of students that meet or exceed standards in English Language Arts (CAASPP) (Source: https://caaspp-elpac.ets.org)	ALL - 62.04% EL - 15.29% LTEL - 5.64% FY - 26.67% HOM - 36.45% SED - 49.97% SWD - 26.64% AA - 52.46% AI/AN - 50.00% AS - 84.58% FIL - 72.95% HI - 51.26% NH/PI - 66.67% WH - 59.67% MR - 82.61% (2022-2023)	ALL - 59.79% EL - 13.50% LTEL - 4.40% FY - 30.77% HOM - 36.22% SED - 47.67% SWD - 25.28% AA - 55.00% AI/AN - 35.72% AS - 84.90% FIL - 73.68% HI - 48.54% NH/PI - 57.14% WH - 56.69% MR - 81.53% (2023-2024)		ALL - 71% EL - 24% LTEL - 15% FY - 35% HOM - 45% SED - 58% SWD - 35% AA - 61% AI/AN - 59% AS - 93% FIL - 82% HI - 60% NH/PI - 76% WH - 69% MR - 91% (2026-2027)	ALL (-2.25%) EL (-1.79%) LTEL (-1.24%) FY (+4.10%) HOM (-0.23%) SED (-2.30%) SWD (-1.36%) AA (+2.54%) AI/AN (-14.28%) AS (+0.32%) FIL (+0.73%) HI (-2.72%) NH/PI (-9.53%) WH (-2.98%) MR (-1.08%)
2	Percentage of students that meet or exceed standards in Mathematics (CAASPP) (Source: https://caaspp-elpac.ets.org)	ALL - 52.31% EL - 20.23% LTEL - 4.14% FY - 20.00% HOM - 33.98% SED - 40.69% SWD - 20.45% AA - 39.67% AI/AN - 35.72% AS - 81.85% FIL - 62.34% HI - 34.33% NH/PI - 41.67% WH - 51.01% MR - 75.49% (2022-2023)	ALL - 51.10% EL - 18.81% LTEL - 1.81% FY - 23.07% HOM - 30.71% SED - 40.23% SWD - 22.04% AA - 38.66% AI/AN - 23.07% AS - 83.45% FIL - 59.24% HI - 34.47% NH/PI - 50.00% WH - 48.63% MR - 77.92% (2023-2024)		ALL - 61% EL - 29% FY - 29% HOM - 42% SED - 50% SWD - 29% AA - 49% AI/AN - 45% AS - 91% FIL - 71% HI - 43% NH/PI - 51% WH - 60% MR - 84% (2026-2027)	ALL (-1.21%) EL (-1.42%) LTEL - (-2.33%) FY (+3.07%) HOM (-3.27%) SED (-0.46%) SWD (+1.59%) AA (-1.01%) AI/AN (-12.65%) AS (+1.60%) FIL (-3.10%) HI (+0.14%) NH/PI (+8.33%) WH (-2.38%) MR (+2.43%)

3	Percentage of students (5th, 8th and one high school grade level) that meet or exceed standards as measured by the California Science Test (CAST) (Source: https://caaspp-elpac.ets.org)	ALL - 42.10% EL - 2.29% LTEL - 1.30% FY - suppressed HOM - 18.37% SED - 29.53% SWD - 15.79 % AA - 23.41% AI/AN - suppressed AS - 66.94% FIL - 53.05% HI - 30.84% NH/PI - suppressed WH - 39.23% MR - 71.50% (2022-2023)	ALL - 42.24% EL - 3.98% LTEL - 3.57% FY - suppressed HOM - 20.73% SED - 28.67% SWD - 15.27% AA - 32.00% AI/AN - suppressed AS - 73.64% FIL - 48.79% HI - 31.20% NH/PI - suppressed WH - 38.49% MR - 68.03% (2023-2024)		ALL - 51% EL - 11% FY - HOM - 27% SED - 38% SWD - 25% AA - 32% AI/AN - AS - 76% FIL - 62% HI - 40% NH/PI - WH - 48% MR - 81% (2026-2027)	ALL (+0.11%) EL (+1.69%) LTEL (+2.27%) FY - suppressed HOM (+2.36%) SED (-0.86%) SWD (-0.52%) AA (+8.59%) AI/AN - suppressed AS (+6.70%) FIL (-4.26%) HI (+0.36%) NH/PI - suppressed WH (-10.74%) MR (-3.47%)
4	Percentage of English Learners making progress toward English Language Proficiency as measured by the ELPI on the CA School Dashboard. (Source: https://www.caschooldashboard.org/reports/19645680000000/2023/academic-performance#english-learner-progress)	60.3% (2022-2023)	57.4% (2023-2024)		69% (2026-2027)	-2.9%

5	Reclassification Rate (Source Q SIS: RFEP 4 Years Report [numerator] over EL Profile [denominator])	13% (Spring 2024)	18% (as of 6/5/2025)		19% (Spring 2027)	+5%
6	Four-Year Adjusted Cohort Graduation Rate (Source: https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2022-23&cds=1964568)	ALL - 93.0% EL - 83.3% FY - suppressed HOM - 82.8% SED - 90.5% SWD - 77.5% AA - 93.3% AI/AN - suppressed AS - 99.5% FIL - 95.8% HI - 86.4% NH/PI - suppressed WH - 93.8% MR - 98.0% (2022-2023)	ALL - 94.2% EL - 84.8% FY - suppressed HOM - 86.6% SED - 92.9% SWD - 78.9% AA - 93.8% AI/AN - suppressed AS - 97.9% FIL - 95.9% HI - 90.4% NH/PI - suppressed WH - 94.6% MR - 97.9% (2023-2024)		ALL - 96% EL - 86% FY - HOM - 86% SED - 94% SWD - 81% AA - 96% AI/AN - AS - 100% FIL - 99% HI - 89% NH/PI - WH - 97% MR - 100% (2026-2027)	ALL (+1.2%) EL (+1.5%) FY - suppressed HOM (+3.8%) SED (+2.4%) SWD (+1.4%) AA (+0.2%) AI/AN - suppressed AS (-1.6%) FIL (+0.1%) HI (+4.0%) NH/PI - suppressed WH (+0.8%) MR (-0.1%)
7	Advanced Placement (AP) Exam Pass Rate (scores of 3, 4 or 5) (Source: College Board "Current Year Score Summary, Aggregated for Districts - 2023" Report)	68% (2022-2023)	74% (2023-2024)		74% (2026-2027)	+6%

8	Percentage of graduates meeting the A-G requirements (Source: https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?agglevel=district&year=2022-23&cds=1964568)	ALL - 55.9% (1072/1918) EL - 21.6% FY - suppressed HOM - 35.7% SED - 45.9% SWD - 17.3% AA - 26.7% AI/AN - suppressed AS - 83.1% FIL - 64.2 % HI - 38.0% NH/PI - suppressed WH - 56.6% MR - 70.0% (2022-2023)	ALL - 55.9% EL - 17.9% FY - suppressed HOM - 27.6% SED - 47.3% SWD - 15.1% AA - 25.0% AI/AN - suppressed AS - 86.5% FIL - 72.4% HI - 40.2% NH/PI - suppressed WH - 53.9% MR - 83.0% (2023-2024)		ALL - 62% EL - 28% FY - HOM - 42% SED - 52% SWD - 23% AA - 33% AI/AN - AS - 89% FIL - 70% HI - 44% NH/PI - WH - 63% MR - 76% (2026-2027)	ALL (0%) EL (-3.7%) FY - suppressed HOM (-8.1%) SED (+1.4%) SWD (-2.2%) AA (-1.7%) AI/AN - suppressed AS (+3.4%) FIL (+8.2%) HI (+2.2%) NH/PI - suppressed WH (-2.7%) MR (+13.0%)
9	CTE Pathway Completion (Percentage of graduates meeting the "Prepared" level on the College and Career Indicator through CTE pathway completion) (Source: https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=1964568&scode=&reporttype=schools)	ALL - 23.8% EL - 18.4% FY - suppressed HOM - 23.7% SED - 20.8% SWD - 25.0% AA - 20.0% AI/AN - suppressed AS - 31.5% FIL - 26.3% HI - 21.3% NH/PI - suppressed WH - 21.5% MR - 37.1% (2022-2023)	ALL - 29.6% EL - 27.6% FY - suppressed HOM - 31.4% SED - 27.7% SWD - 36.7% AA - 40.0% AI/AN - suppressed AS - 32.8% FIL - 32.3% HI - 25.4% NH/PI - suppressed WH - 29.3% MR - 32.5% LTEL - 25.0% (2023-2024)		ALL - 33% EL - 27% FY - HOM - 33% SED - 30% SWD - 34% AA - 29% AI/AN - AS - 40% FIL - 25% HI - 30% NH/PI - WH - 31% MR - 46% LTEL - 35% (2026-2027)	ALL (+5.8%) EL (+9.2%) FY - suppressed HOM (+7.7%) SED (+6.9%) SWD (+11.7%) AA (+20.0%) AI/AN - suppressed AS (+1.3%) FIL (+6.0%) HI (+4.1%) NH/PI - suppressed WH (+7.8%) MR (-4.6%) LTEL - new baseline in 23-24

10	Percentage of graduates meeting the A-G Requirements AND completing at least one CTE Pathway (Source: https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_cte?&year=2023&cdcode=1964568&scode=&reporttype=schools)	ALL - 13.1% EL - 3.6% FY - suppressed HOM - 7.6% SED - 8.8% SWD - 5.7% AA - 6.3% AI/AN - suppressed AS - 24.8% FIL - 14.9% HI - 7.2% NH/PI - suppressed WH - 12.6% MR - 26.0% (2022-2023)	ALL - 16.5% EL - 4.4% FY - suppressed HOM - 8.0% SED - 12.8% SWD - 8.1% AA - 17.6% AI/AN - suppressed AS - 30.2% FIL - 19.4% HI - 9.8% NH/PI - suppressed WH - 15.8% MR - 29.8% LTEL - 3.7% (2023-2024)		ALL - 22% EL - 13% FY - HOM - 17% SED - 18% SWD - 14% AA - 15% AI/AN - AS - 34% FIL - 24% HI - 16% NH/PI - WH - 22% MR - 35% (2026-2027)	ALL (+3.4%) EL (+0.8%) FY - suppressed HOM (+0.4%) SED (+4.0%) SWD (+2.4%) AA (+11.3%) AI/AN - suppressed AS (+5.4%) FIL (+4.5%) HI (+2.6%) NH/PI - suppressed WH (+3.2%) MR (+3.8%) LTEL - new baseline in 23-24
11	Percentage of students "Prepared" on the College/Career Indicator on the CA School Dashboard (includes AP, A-G, CTE, etc.) (Source: https://www.caschooldashboard.org/reports/19645680000000/2023/academic-performance#college-career)	ALL - 58.7% EL - 23.2% LTEL - 18.3% (2024 Dashboard) FY - suppressed HOM - 37.8% SED - 49.5% SWD - 18.8% AA - 33.3% AI/AN - suppressed AS - 83.6% FIL - 66.1% HI - 42.1% NH/PI - suppressed WH - 59.6% MR - 70% (2022-2023)	ALL - 59.5% EL - 17.6% LTEL - N/A FY - suppressed HOM - 26.1% SED - 51.3% SWD - 19.7% AA - 31.3% AI/AN - suppressed AS - 92.2% FIL - 66.3% HI - 47.1% NH/PI - suppressed WH - 56.7% MR - 85.1% LTEL - 18.3% (2023-2024)		ALL - 64% EL - 29% LTEL - 25% FY - HOM - 44% SED - 56% SWD - 26% AA - 39% AI/AN - AS - 90% FIL - 72% HI - 48% NH/PI - WH - 66% MR - 76% (2026-2027)	ALL (+0.8%) EL (-5.6%) LTEL (N/A) FY - suppressed HOM (-11.7%) SED (+1.8%) SWD (+0.9%) AA (-2.0%) AI/AN - suppressed AS (+8.6%) FIL (+0.2%) HI (+5.0%) NH/PI - suppressed WH (-2.9%) MR (+15.1%) LTEL - new baseline in 23-24

12	Early Assessment Program (EAP) for ELA: Percentage of 11th grade students that are "Ready for college-level coursework" (Standard Exceed) or "Conditionally Ready for college-level coursework" (Standard Met) (Source: https://caaspp-elpac.ets.org)	ALL - 63.22% EL - 3.05% LTEL - 2.60% FY - suppressed HOM - 36.77% SED - 54.42% SWD - 26.66% AA - 57.15% AI/AN - suppressed AS - 91.48% FIL - 79.77% HI - 52.16% NH/PI - suppressed WH - 59.91% MR - 80.00% (2022-2023)	ALL - 60.29% EL - 6.19% LTEL - 0.00% FY - suppressed HOM - 25.64% SED - 46.91% SWD - 21.01% AA - 66.67% AI/AN - suppressed AS - 88.21% FIL - 71.56% HI - 45.95% NH/PI - suppressed WH - 57.67% MR - 78.38% (2023-2024)		ALL - 72% EL - 12% LTEL - 5% FY - HOM - 46% SED - 63% SWD - 36% AA - 66% AI/AN - AS - 100% FIL - 89% HI - 61% NH/PI - WH - 69% MR - 89% (2026-2027)	ALL (-2.93%) EL (+3.14%) LTEL (-2.60% FY - suppressed HOM (-11.13%) SED (-7.51%) SWD (-5.65%) AA (+9.52%) AI/AN - suppressed AS (-3.27%) FIL (-8.21%) HI (-6.21%) NH/PI - suppressed WH (-2.24%) MR (-1.62%)
13	Early Assessment Program (EAP) for Mathematics: Percentage of 11th grade students that are "Ready for college-level coursework" (Standard Exceed) or "Conditionally Ready for college-level coursework" (Standard Met) (Source: https://caaspp-elpac.ets.org)	ALL - 40.03% EL - 8.96% LTEL - 2.56% FY - suppressed HOM - 23.68% SED - 31.98% SWD - 6.51% AA - 15.38% AI/AN - suppressed AS - 74.74% FIL - 51.64% HI - 20.05% NH/PI - suppressed WH - 39.65% MR - 50.00% (2022-2023)	ALL - 39.93% EL - 3.12% LTEL - 0.00% FY - suppressed HOM - 18.07% SED - 29.38% SWD - 9.09% AA - 33.33% AI/AN - suppressed AS - 80.00% FIL - 47.57% HI - 19.13% NH/PI - suppressed WH - 36.91% MR - 54.05% (2023-2024)		ALL - 49% EL - 18% LTEL - 5% FY - HOM - 33% SED - 41% SWD - 16% AA - 24% AI/AN - AS - 84% FIL - 61% HI - 29% NH/PI - WH - 49% MR - 59% (2026-2027)	ALL (-0.1%) EL (-5.84%) LTEL (-2.56%) FY - suppressed HOM (-5.61%) SED (-2.60%) SWD (+2.58%) AA (+17.95%) AI/AN - suppressed AS (+5.26%) FIL (-4.07%) HI (-0.92%) NH/PI - suppressed WH (-2.74%) MR (+4.05%)

14	Average of all scores across all domains (professional learning, availability of instructional materials, policies and programs) related to the Implementation of State Academic Standards as measured by the LCFF Priority 2 Self-Reflection Tool (Source: https://www.cde.ca.gov/ta/ac/cm/documents/pri2selfreftools2022.docx)	3.76 out of 5.00 (Spring 2024)	4.08 out of 5.00 (Spring 2025)		4.00 out of 5.00 (Spring 2027)	+0.32
15	STEM Programs offered at Elementary Schools (Source: Local Data)	Number of Elementary Schools offering Makerspace STEM program – 0 out of 20 Elementary Schools (2023-2024)	Number of Elementary Schools offering Makerspace STEM program – 2 out of 20 Elementary Schools		Number of Elementary Schools offering Makerspace STEM program – 20 out of 20 Elementary Schools (2026-2027)	+2

Goal Analysis for 2024-2025

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

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

[CORE INSTRUCTIONAL PROGRAM]

GUSD made significant strides in strengthening the core instructional program through robust professional development, targeted instructional planning, and comprehensive academic support systems. The Teaching and Learning Department offered 152 unique training sessions and 26 level-alike planning collaboratives. These included two release days per grade level at each site for Inquiry Cycle planning and data analysis. In addition, 72 teachers received individualized coaching from specialists across multiple content areas. Professional development (Action 1.1) focused on a broad spectrum of critical instructional strategies, including elementary and secondary classroom management, equity-centered grading practices, Guided Language Acquisition Design (GLAD), restorative practices, creative arts integration, and language-rich math routines. Notably, all middle school math teachers participated in intensive training aligned to California's new math framework, while Designated ELD classrooms were supported through Language Launch observations and feedback. The district prioritized early literacy through structured literacy training for principals and site-based PD (Action 1.2), along with direct classroom work with teachers. A dedicated specialist supported the implementation of Knowledgehook for math formative assessment (Action 1.3. ESGI assessments were updated and aligned to the new TK Foundations of Learning.

Now in its third year, Collaborative Inquiry Cycles continued to drive data-informed instruction. Instructional Leadership Teams developed site-specific achievement plans and reinforced through principal Learning Walks. These collaborative visits allowed school leaders to observe, reflect on, and align their instructional practices with district goals.

GUSD also advanced college and career readiness (Action 1.4). The partnership with the California College Guidance Initiative (CCGI) led to 72.9% of 12th graders registering on californiacolleges.edu, with 88% of those students applying to at least one UC or CSU. Dual enrollment offerings continued, though participation among low-income and first-generation students remains an area for targeted outreach. Major grants from the Golden State Pathways Program and K-12 Strong Workforce Program provided funding to strengthen CTE pathways, expand career awareness across all four middle schools, fund student certifications, improve pathway alignment, and enhance access to postsecondary planning through dedicated college counselors and industry-standard equipment (Action 1.5).The TK-6 Visual and Performing Arts committee created sequential "I Can Statements" tailored to student developmental needs (Action 1.6), now being piloted at every elementary site. At the secondary level, partnerships with local arts organizations brought new, fully funded opportunities for student exhibitions and performances. The model for Secondary Music PD will inform future training across other VAPA disciplines.

Overall, implementation of this set of actions was highly successful, with strong alignment between professional learning, curriculum development, and student support. Ongoing challenges include scaling up dual enrollment for underrepresented students and ensuring sustainability of initiatives through continued funding and strategic planning.

[ENGLISH LEARNER SUPPORT]
For English Learner instruction (Action 1.9), the District focused on strengthening both Designated and Integrated ELD in alignment with the California English Learner Roadmap. The coordinated efforts of the Teaching and Learning and Equity, Access, and Family Engagement (EAFE) departments provided TK-12 teachers with professional development, coaching, and instructional support designed to increase English language proficiency while ensuring access to grade-level content. A major success was the streamlined and timely administration of the ELPAC assessment, which positioned the District to make accurate reclassification decisions and plan targeted interventions. The reclassification process itself was modernized through digital systems, improving efficiency and communication across schools.

The District's Welcome Center continued to play a vital role in newcomer (Action 1.10) and EL support, assisting families with applications for free/reduced lunch and other services at the point of enrollment. This approach enabled GUSD to better understand and meet student and family needs while easing transitions into school communities. The Welcome Center also supported proper placement through language assessments and ongoing multilingual communication, supported by bilingual staff and tools such as Parent Square and iPads for translation—now totaling 1,000 devices in use across school sites. The District enhanced support for both newcomers and Long-Term English Learners (Action 1.11) by integrating language development, academic assistance, and well-being services. With funding from RSI and CalNEW, GUSD provided critical resources including bus passes, tutoring, and internet hotspots. Additionally, trauma-informed practices and instructional strategies were embedded through professional development such as the "Bridge to Belonging" training.

To ensure alignment with best practices, GUSD spent the year revising its English Learner Master Plan. This work, led by EAFE and supported by Teaching and Learning and Special Education departments, was guided by the District English Learner Advisory Committee, LACOE, and LMU's Center for Educational Excellence. Input from focus groups

and surveys helped shape a responsive, research-based framework to guide EL instruction, reclassification, and parent engagement moving forward.

Despite notable successes, challenges persist—particularly at the secondary level. The continued influx of ELs impacts staffing and scheduling, especially in schools lacking bilingual classified support. There is a need for systematic intervention strategies and more modeling and coaching for teachers. Addressing these gaps will be essential to strengthening classroom support and maintaining instructional consistency.

Overall, GUSD's multifaceted approach to English Learner support demonstrated strong planning, collaboration, and responsiveness to student needs. Continued focus on staff capacity, newcomer interventions, and addressing the unique needs of Long-Term English Learners is critical.

[ADDITIONAL ELEMENTARY SERVICES]
GUSD expanded its support for elementary students through enrichment programs and unique learning experiences to deepen engagement and learning. The District's robust Dual Language Immersion (DLI) programs, offered in seven languages, continued to demonstrate strong results (Action 1.12). Students enrolled in DLI programs consistently outperformed peers on the CAASPP, with many grade levels exceeding state standards by more than 10 percentage points. The World Languages Advisory Committee—comprised of administrators, teachers, and over 50 parents—met regularly to support recruitment and retention across programs.

To ensure equitable access to gifted education, GUSD implemented universal screening for GATE identification (Action 1.13), with an emphasis on identifying underrepresented student groups. GATE-specific site funding allowed schools to offer enrichment opportunities tailored to student needs, and trained GATE leads at each campus helped monitor implementation. A significant milestone was the development of the District's first GATE Master Plan, created in collaboration with a GATE Parent Advisory Committee. This plan set a clear vision and structure for identification, differentiation, enrichment opportunities, and family engagement. While parent engagement in GATE programming has been encouraged, participation was uneven. Feedback indicated a need for more targeted workshops to support families in nurturing gifted learners at home. Teacher professional development, including "GATE Gurus," helped educators integrate higher-order thinking into instruction, benefiting both GATE and high-achieving students.

Beyond academics, the District continued to expand access to enrichment through instrumental music programs available at every elementary school (Action 1.14). Academic coaches provided extended learning opportunities before and after school, while the Mobile Makerspace initiative—though initially challenging to launch—successfully visited two elementary sites, reaching over 1,200 students with hands-on STEM experiences. Technology access and instructional support remained a district priority. Library aides and multimedia tech specialists (Action 1.16) ensured students had regular exposure to digital learning resources. Teacher Specialists in the ETIS department supported site staff by managing integrations between educational apps and the student information system and provided onboarding for all new certificated staff. These specialists also partnered with Community School Specialists to support site-level data reporting and analysis.

Overall, implementation under this group of actions was broad-reaching and well-aligned with District priorities around inclusion, enrichment, and early engagement. Continued investment in cross-departmental collaboration, targeted family outreach, and sustainability of enrichment opportunities will further strengthen elementary experiences and outcomes.

[INTERVENTION SUPPORT AND SPECIAL EDUCATION INSTRUCTIONAL SUPPORT]
GUSD leveraged its multi-tiered systems of support (MTSS) and special education services to address both academic and behavioral needs across the District, with particular attention to historically underserved student groups. Through strategic implementation of evidence-based interventions, collaborative problem-solving, and cross-departmental coordination, the district made measurable progress in supporting student achievement and reducing disproportionality.

Academic intervention programs such as Sonday for literacy and SWUN for math were implemented to provide targeted support to students in need of remediation. These tools, along with after-school tutoring and data from formative assessments, helped schools build tiered intervention systems aligned to students' needs in ELA and math (Actions 1.7). Improvements were reflected in rising graduation rates for English Learners (up to 85.2%) and a 5.1% decline in chronic absenteeism among EL students—both positive indicators

of academic engagement and student success.

A major focus this year was addressing the district's Significant Disproportionality in special education placements, particularly for Hispanic/Latino and African American students (Action 1.15). In partnership with the California Collaborative for Educational Excellence, the district convened diverse teams of school leaders to engage in equity-centered case reviews during the second Student Success Team meetings. These teams offered culturally responsive perspectives and generated new intervention strategies to avoid unnecessary special education referrals. As a result, over half of the students reviewed avoided being incorrectly routed into special education, demonstrating the effectiveness of early, collaborative problem-solving.

To support consistency in these practices, the District provided ongoing training to site administrators, counselors, psychologists, and Teacher Specialists. The work of identifying and implementing classroom-based interventions—particularly for behaviors like inattention or task avoidance—was improved by closer collaboration among Special Education, Equity, Access and Family Engagement, Assessment and Accountability, and Teaching and Learning departments (Action 1.19).

Additionally, the Special Education department initiated a curriculum adoption process for self-contained elementary classrooms (Action 1.8). A team of teachers and District leaders began reviewing options for a standardized, districtwide curriculum designed to better serve students with moderate to severe disabilities. This inclusive process created space for dialogue about instructional priorities and will continue in the coming year, with input from families prior to final Board adoption.

While the District made meaningful progress, challenges remain in ensuring consistent implementation of interventions across sites and addressing disparities in resource allocation. Continued alignment, capacity building, and data-informed decision-making will be key to sustaining growth in both academic and behavioral support systems.

[ALTERNATIVE SCHOOL INSTRUCTIONAL SERVICES]
Daily High School, GUSD's continuation school, serves students who are behind in credits or not thriving in traditional high school settings. Through a student-centered and flexible learning environment, Daily provided personalized academic pathways, social-emotional support, and career-focused opportunities to re-engage students and accelerate progress toward graduation (Action 1.17). Daily High School once again earned recognition as a Model Continuation School, marking back-to-back years of distinction under this prestigious statewide designation. This recognition reflects the school's commitment to academic rigor, innovative practices, and comprehensive student support systems.

A highlight of the year was the number of students who graduated early, including a cohort of 11th graders who proactively transferred to Daily with the clear goal of completing their graduation requirements ahead of schedule. These students were motivated to pursue career opportunities, community college enrollment, or other passions beyond the traditional K–12 timeline, illustrating the success of Daily's flexible and responsive approach. To better support English Learners, the school provided iPads to help students navigate language-rich academic content and support comprehension in coursework. This technology support also aligned with broader district efforts to ensure equitable access for multilingual learners. Daily's robust Career Technical Education (CTE) program in graphic arts continued to provide students with industry-relevant skills and real-world opportunities. A notable achievement this year was the public display of student photography in a professional gallery, an accomplishment that not only celebrated students' creative talents but also boosted their confidence and encouraged broader participation in the program.

Overall, implementation of supports at Daily High School like academic acceleration, literacy support, and CTE exposure helped meet students' diverse needs. Continued investment in alternative education pathways remains critical to ensuring all students in GUSD have access to meaningful, personalized and high-quality educational experiences.

[TRANSPORTATION SERVICES– CLARK MAGNET]
GUSD continued to provide transportation services (Action 1.18) for over 800 students attending Clark Magnet High School, ensuring equitable access to the school's rigorous academic programs and specialized CTE pathways. Reliable transportation plays a critical role in promoting continuity in students' high school experiences by enabling them to travel safely and consistently to and from school with their peers. It also supports the school's ability to attract a diverse student body from across the District. In 2024, Clark Magnet showed improvements in academic performance, as reflected by increases in CAASPP scale scores—ELA rose by 14.8 points and Mathematics by 6.3 points. These gains

suggest that consistent school attendance, supported by transportation access, is positively impacting academic achievement. However, the school also faced challenges. English Learner progress declined by 11%, and the percentage of students considered “prepared” on the College/Career Indicator also decreased.

In a key operational success, the District completed a successful bid process this year to lower transportation costs, ensuring continued access while using District funds more strategically. This financial stewardship will allow GUSD to sustain and potentially expand equitable transportation services in the future. Overall, transportation services to Clark Magnet High School were effectively implemented and remain a crucial equity lever for student access and success.

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.

Overall, the Estimated Actual Expenditures exceeded the Budgeted Expenditures in Goal 1 due to an increase in salary and benefits as a result of negotiated wage increases that impacted all labor partners. Of note, Action 1.10 (Emerging English Learner Support) had estimated actuals below the budgeted expenditures and Action 1.12 (Dual Language Instruction) had estimated actuals above the budgeted expenditures due to a reallocation of staff at particular sites with this program, yet ELs continued to be served per the intent of the goal.

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

[CORE INSTRUCTIONAL PROGRAM]
Action 1.1 was effective due to the sheer number of teachers that were impacted by Districtwide professional development offerings. Actions 1.2 and 1.3 were effective despite the CAASPP results from 2024 in ELA and Math displaying mixed results (overall decline: -2.25% in ELA and - 1.21% in math). Notably, some student groups dropped in performance and some improved. Actions 1.4 and 1.5 were effective as evidenced by the 1.2% increase in graduation rate, 6% increase in AP Exam passing rates and CTE Completion (+5.8%). There is still room for improvement on getting the A-G completion rate to budget from a static 55.9%. Action 1.6 was effective because there is a greater awareness and implementation of the VAPA "I Can" Statements across sites. Some additional data to provide context for maintaining these actions: In 2023-2024, the ELA Indicator for ELs remained two levels below the "All" group; FY remained three levels below; and the SED group remained two levels below. The percentage of ELs meeting the A-G requirements fell from 25.9% to 21.1%. For SED students, the percentage remained stable at 50.9% and the same was true for FY. These mixed results indicate a need to continue focus on EL, FY and SED students to increase outcomes on both the state tests and meeting UC/CSU admission requirements.

[ENGLISH LEARNER SUPPORT]
Actions 1.9, 1.10 and 1.11 were effective as evidenced by the increase in the reclassification rate (as of June 2025, sitting around 18%) compared to the prior year of 13%. While there is evidence of overall effectiveness, LTELs continue to struggle in acquiring language and exiting ELD, as the pass rate on the ELPAC for LTELs was 10% less than the overall EL population. With increased transparency around LTELs as a student group on the Dashboard, the District can continue to focus efforts on improving their outcomes on mastering standards and being prepared for life after high school. Therefore, it is important to continue these actions in support of our English Learners.

[ADDITIONAL ELEMENTARY SERVICES]
Action 1.12 was effective because DLI students continue to outperform their peers on state assessments. For example, DLI students averaged 70% meeting/exceeding standards on BOTH ELA and Math assessments, while non-DLI students averaged 53% across both assessments. English Learners in DLI Programs outperformed their EL peers not in DLI–doubling the percentage meeting or exceeding standards on both the ELA (ELs in DLI: 11% compared to ELs not in DLI: 6%) and Math (ELs in DLI: 24% compared to ELs not in DLI: 10%) sections of the CAASPP. Actions 1.13 and 1.14 continue to be exemplary and effective. GATE students experienced additional field trips and other students participated in arts programs. Action 1.16 was effective in that Library & Media Centers were fully staffed and ETIS was able to support 100% of requests for training on educational apps. Some additional data to provide support for maintaining these actions: In 2024-2025, the reclassification rate for ELs jumped ~18% from 13% the previous year--a promising trend that suggests this action is continuing to support students. Being able to support students through DLI programs, including EL is an important step to building literacy across languages for the students. In 2023-24, SED achievement was as follows: Decrease from 50.56% to 48.90% on ELA; decrease from 46.34% to 45.72% on Math and increase from 31.18% to 33.11% on CAST. The data indicate some dips in achievement for SED students in ELA and Math, but a moderate increase in Science. The need for extracurricular opportunities continues to be present as deeper exposure to content and confidence-building and supportive environments. The decline in ELA performance among EL (Distance

from Standard went from -23.2 to -38.2), FY (DFS went from -46.1 to -90.3) and SED students (DFS -4.4 to -11.1) renews interest in keeping this action at the forefront of our efforts to infuse technology-rich experiences and additional support for these student groups. Given that the percentage of EL students at the elementary level has not changed--remaining at 50%--there is a large population that can benefit from additional adult support.

[INTERVENTION AND SUPPORT]
Actions 1.7, 1.15 and 1.19 were effective in that there was full staffing of educational assistants and intervention programs. While EL and SED students' achievement fell across some tests (EL: ELA went from 15.29% to 13.5, Math went from 20.23% to 18.81% and Science went from 2.29% to 2.36% -- SED: ELA went from 49.97% to 47.67%, Math went from 40.69% to 40.23%, and Science went from 29.53% to 28.67%), there was some improvement for FY students (ELA went from 26.67% to 30.77%, Math went from 20.00% to 23.07%, Science was suppressed). Graduation rates did improve overtime (EL: 83.3% to 84.8% / FY: 75% then suppressed / SED: 90.5% to 92.9%). This mixed performance indicates a need to continue focus on interventions to reduce gaps within and among student groups.

[SPECIAL EDUCATION INSTRUCTIONAL SUPPORT]
Action 1.8 was effective as it allowed the District to stay complaint with IEPs and provide the human and fiscal resources to address unique students' needs. While Students with Disabilities decreased achievement on the ELA CAASPP (-1.36%), there was improvement in mathematics (+1.59%) and a marginal drop in Science (-0.52%). At the high school level, SWD increased in graduation rate (+1.4%), completion of A-G requirements (+1.4%) and CTE Pathway completion (+11.7%).

[ALTERNATIVE SCHOOL INSTRUCTIONAL SERVICES]
Action 1.17 was effective despite ELA and Math CAASPP results remaining static (12% and 0% respectively). It should be noted that the Distance from Standard increased 23.4 points in ELA and 9.5 points in Math. The percentage of Daily students "prepared" on the College/Career Indicator (CCI) increased by 0.8%. Most notably, the graduation rate at Daily increased by 32%, indicating that the staff's approach and this action have been effective.

[TRANSPORTATION SERVICES - CLARK MAGNET]
Action 1.18 was effective because Clark Magnet students continue to perform at high levels, showing that the action or providing SED students access to a rigorous program produces positive outcomes. All indicators (except the CCI) are in the BLUE on the 2024 CA School Dashboard.

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

LREBG Actions have been identified as follows:
- 1.1 - Literacy by 3rd Grade
- 1.3 - Math Literacy by 6th Grade
- 1.4 - College & Career Ready by 12th Grade
- 1.19 - Intervention Support - Elementary

These actions include research, specific metrics, methods for follow-up and the amount of funds allocated.

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

Actions

Action #	Title	Description	Total Funds	Contributing

1	Instruction	Elevating the quality of instruction delivered in every classroom is critical for ensuring that all students achieve their highest potential. In GUSD, this includes the following areas of focus: PROFESSIONAL DEVELOPMENT The Teaching and Learning (T&L) Department team will coordinate the professional development plans to address specific areas of improvement based on the thorough and ongoing analysis of current teaching practices, student performance data, and teacher feedback. The comprehensive professional development plan will focus on the effective implementation of high-quality instructional strategies, and specifically on advancing early literacy to ensure reading by 3rd grade and increasing numeracy skills for math proficiency by 6th grade. Furthermore, the T&L curriculum experts will continue to focus on providing instructional support and resources to administrators, teacher specialists, and teachers on inclusive and equitable practices. Equitable grading and assessment practices and resources to support diverse learners through adopted curriculum and classroom management practices that are fair and unbiased will continue to be developed and shared. These efforts will be supplemented through the CDE grant for anti-bias education. Ongoing follow-up school/classroom-level coaching by content-specific teacher specialists will include collaborative lesson study, modeling, feedback, as well as effective practices in collaboration and conversation to stimulate increases in understanding and learning, as well as differentiation, and small group instruction. Furthermore, teachers will receive training on the implementation and analysis of assessments and rubrics. COLLABORATIVE INQUIRY GUSD will continue the work of school improvement by expanding and deepening the implementation of Schools on the Move Inquiry Cycles. The Collaborative Inquiry cycle engages school leaders and teachers to collectively create clarity of focus, cultivate shared leadership, develop collective expertise, and guide continuous improvement. All school administrators will continue to receive guidance, support, and coaching through the process. Instructional Learning Rounds for leaders will be implemented to inform growth towards goals and actions. CURRICULUM AND INSTRUCTION ALIGNMENT The Teaching and Learning Department team will continue to support teachers with the implementation of CA State Standards and CA Frameworks by determining the effectiveness of current instructional strategies and techniques in meeting curriculum goals. The team will facilitate curriculum pilots, selection, and training sessions, and will incorporate the use and integration of curriculum materials and resources in the collaborative sessions on lesson planning and review. Teachers will receive guidance on the selection and development of resources to support and supplement instruction. ASSESSMENT AND EVALUATION The Teaching and Learning Department team will continue to systematically evaluate the impact of the aligned curriculum and instruction on student learning by examining the local and state assessment data and teacher feedback. The department will also facilitate a process for reviewing the internal measures including benchmark and formative assessments, to effectively monitor student progress. The team will collaborate with teachers and advisory teams on new assessments and rubrics to align to report cards. The data will help with a comprehensive view of the impact of teaching and learning services and will inform the next steps. GUSD is monitoring current trends by colleges and universities to re-establish the use of the SAT as a college admissions requirement. GUSD will provide the Preliminary SAT (PSAT) to all 11th grade students as a practice for the SAT and to help the highest-scoring students access scholarship opportunities. Achievement data on the PSAT supports school teams in their efforts to provide	$3,798,702.00	No

		students with comprehensive information related to future course selection and post-secondary planning, including readiness for Advanced Placement.		
2	Literacy by 3rd Grade	Reading by third grade is critical to students' success on their academic journey. This is especially important for closing the achievement gap for English Learners, low-income and foster youth. Research indicates that literacy rates increase when teachers implement scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Center on Improving Literacy 2022). Research has demonstrated that teaching these foundational skills through explicit systematic instruction is most effective. GUSD has introduced the Science of Reading and will continue to provide ongoing professional development to equip teachers with the skills and strategies for effective implementation. To increase the opportunity for individualized and targeted instruction for specifically English learners, low-income, and foster youth at the elementary level, GUSD will: - Increase the individualized support and engage students in classroom learning experiences through small group and individualized academic support strategies. 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 can 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 develop 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). A Learning Policy Institute report found that "smaller class sizes led to significant improvements in students' math and reading achievement (about 0.15 standard deviations in terms of average math and reading scores measured after each grade for 4 years)" (Johnson, 2023). This is especially important as schools continue to mitigate the learning gaps and losses post-Covid. - Expand extended-day Kindergarten across all elementary schools. Research and practice have indicated that "adding time to the school day and/or year can have meaningfully positive impact on student proficiency and, indeed, upon a child's entire educational experience" (Farbman 2015). The additional instructional time in this formative grade level will provide students, and especially English Learners, low-income, and foster youth, increased access to explicit instruction and learning experiences, accelerating progress towards literacy. - Provide ongoing professional development support, collaboration on lesson design and curriculum analysis, model lessons on explicit literacy instruction, and follow-up coaching will be key to high-impact student learning experiences. GUSD's comprehensive plan for literacy by third grade aligns effective instructional practices with a learning environment that supports the unique needs of learners. The Individualized and differentiated instruction will allow teachers to support learners, and increase one-on-one support, especially for English Learners, low-income, and foster youth. Based on these actions, we expect students will master the literacy 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 ELA gap by at least 3% for unduplicated students compared to the aggregated scores of all students on the ELA CAASPP.	$19,657,853.00	Yes

		LREBG Action Provide ongoing data throughout the year to support instruction, intervention and realize the goal of literacy for all by 3rd Grade using online diagnostics (ESGI, i-Ready, NWEA MAP, and Istation). The practice guide “Using Student Achievement Data to Support Instructional Decision Making” (Institute of Education Sciences, 2009) highlights the impact of making data part of an ongoing cycle of instructional improvement. Metric being used to monitor the action: Metric 1.1 (ELA CAASPP Results) LREBG funds supporting this action: $750,000 per year through 2027-2028		
3	Math Literacy by 6th Grade (repeated expenditure, Goal 1, Action 1)	GUSD recognizes the importance of mastering math literacy at the elementary level to ensure that students are skilled to complete the middle and high school pathways ready for college, career, and life. English Learners, low-income, and foster youth continue to demonstrate a gap in math performance which was further exacerbated by the pandemic. A recent examination from the Public Policy Institute of California stated that, “While 2023 proficiency rates for low-income students and those who were ever English learners (ever-EL) were lower than the total student population by 11 percentage points (pp), homeless students had a much larger gap: roughly 20 pp behind in both math and English Language Arts (ELA). Homeless students and ever-ELs graduated at a similar rate (76%–77%), but both groups were around 10 pp lower than low-income students. Only foster youth had lower graduation (67%) and Smarter Balanced Assessment proficiency rates (19% in ELA; 10% in Math).” Research from UCI (Duncan 2011) showed that early math skills were most consistently predictive of subsequent academic success. A similar research (Magnuson 2011) determined that, “K-5 students with persistently low math skills were much less likely to graduate from high school or attend college…Children with persistent math problems in elementary school were 13 percentage points less likely to graduate from high school and 29 percentage points less likely to attend college.” This was reiterated in a MDRC report in 2017. The pandemic has caused further losses for students and has greatly impacted English Learners, low-income, and foster youth. The declines in performance were especially significant in math (Pinto 2023). GUSD’s comprehensive plan for math literacy by sixth grade aims to foster proficiency in computational skills and the ability to apply mathematical concepts. The Teaching and Learning department will continue to revise and enhance the math curriculum and resources to ensure alignment with academic standards and vertical coherence across TK-6. Professional development will emphasize critical thinking and problem-solving skills focused on high-impact instructional strategies that promote conceptual understanding and procedural skills and differentiation for English Learners, low-income, and foster youth. GUSD will examine instructional tools and platforms that help teachers support student learning through intentional evidence-based interventions. Ongoing instructional support and coaching will be provided by math specialists to assist and guide consistent classroom implementation. Based on these actions, we expect students will master the math standards in their grade level with specific benefits to English learners, socioeconomically disadvantaged students, and foster youth, with a resulting increase in math performance data that will close the achievement gap by at least 3% for unduplicated students compared to the aggregated scores of all students on the Mathematics CAASPP.	$0.00	No

		LREBG Action Provide ongoing data throughout the year to support instruction, intervention and realize the goal of math literacy for all by 6th Grade using online diagnostics (ESGI, i-Ready, NWEA MAP, and Istation). The 2009 Institute of Education Sciences (IES) practice guide “Using Student Achievement Data to Support Instructional Decision Making” states: “Effective data use depends on supporting educators who are using and interpreting data.” Metric being used to monitor the action: Metric 1.2 (Math CAASPP Results) LREBG funds supporting this action: $250,000 per year through 2027-2028 (See Action 1.1 for funding allocation as this is a repeated expenditure.)		
4	College and Career Ready by 12th Grade	College and Career Ready means graduating from high school with an educational objective and career path aligned to personal goals with the academic, technical, employability and life skills to pursue them. GUSD is preparing all students for college, career, and life success with multiple pathways opportunities, to ensure students find their purpose and have a competitive advantage in the global marketplace. The GUSD Indicators of College and Career Readiness include: - Meeting UC/CSU A-G requirements - Completing College Credit Courses - Career Technical Education Pathway Completion - Participating in Internships The College and Career Division supports students to reach these indicators through the District Counselor, Career and Technical Education Programs, Early College Programs, Dual Enrollment/Articulation Opportunities, and Internship Opportunities. The District Counselor assists middle and high school counselors to help increase the number of students, particularly unduplicated students, who graduate with A-G eligibility requirements completed for admission to a UC or CSU. The counselor also supports the District’s vision to provide updated college and career readiness tools to families by launching the California College Guidance Initiative for the District. GUSD will engage the High School student voice panels in a dialogue about the importance of the 11th grade CAASPP/Early Assessment Program (EAP) result. The EAP is one of the multiple measures that CSUs utilize to determine student readiness for college-level coursework in English and mathematics and for the proper General Education (GE) course placement. Currently, the student enrollment in high level math coursework does not reflect the 11th grade math CAASPP results. GUSD will consider student feedback in developing a campaign to motivate 11th graders towards increased performance on the Math CAASPP test. GUSD will maintain its efforts for 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 student	$3,673,391.00	Yes

		achievement and improved student behavior are additional findings from research on block scheduling. The increased course access also 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. Additionally, classified support is provided to ensure that English learners, low-income, and foster youth are supported academically. Education assistants help students access the curriculum with small group instruction, differentiated instruction, and primary language support. Students will also have access to expanded list of Advance Placement (AP) courses delivered by highly trained teachers. By taking the AP Exam students are able to demonstrate mastery of college-level material increasing their opportunities post-high school. Low income students need access to AP tests to maximize their opportunity to earn college credit, but the cost of the exams can be a barrier for most of the families. GUSD will continue to fund the cost of the exam for students who are considered low income, allowing them equitable access to all opportunities for college, career, and life. Based on these actions, we expect all student groups to improve in their completion of the A-G requirements by 1% each year as well as close the achievement gap by at least 3% for unduplicated students compared to the aggregated completion rate of all students. Additionally, we expect 100% of low income students who are enrolled in an AP course to take the AP exam. LREBG Action Supporting students with ongoing college and career counseling and social-emotional guidance in academics and beyond is part of our service model in order to prepare students for the next steps after high school. A study by Barr and Castleman (2017) showed that college counseling had positive effects on college enrollment and progression in college. Metrics being used to monitor the action: Metric 1.6 (Graduation Rate) and Metric 1.8 (A-G Completion Rate) LREBG funds supporting this action: $300,000 per year through 2027-2028.		
5	Career Technical Education	GUSD Career Technical Education (CTE) programs enable students to explore their college and career goals, gain academic and technical skills, and develop the qualities they need to compete in the global marketplace. Students complete specific career pathways, earn college credit, and obtain industry certifications before graduating from high school. By completing CTE pathways, students gain the knowledge, skills, experience, and attitude to succeed in college, career, and life. The CTE pathway programs will continue to expand and will include increased opportunities for apprenticeships in all sectors through Work Based Learning (WBL) opportunities. The CTE division will utilize additional grant funding from the California Apprenticeship Initiative New and Innovative Grant Program (CAI	$6,153,343.00	No

		Program) to fund for apprenticeships and internships for the next three years. Additional grant funding will be solicited to continue expanding the programs and access. Furthermore, GUSD will increase the Healthcare pathways across all high schools, acknowledging that healthcare careers are one of the fastest growing in the current labor market. The CTE team will facilitate Individual College and Career Learning Plans for middle and high school students to increase the rate of program completion. GUSD will implement the California College Guidance Initiative (CCGI) to assist in this process. The district will continue to partner with Glendale Community College, to offer students multiple opportunities to participate in dual enrollment programs and earn college credit before they graduate from high school, including the Early College Academy at Hoover High and the Cloud Computing and Computer Science Academy at Glendale High. Partnership with the University of Southern California (USC) will continue through the use of USC college and career counselors at two comprehensive high schools. GUSD will continue to participate in the Perkins Grant and Career Technical Education Incentive Grant (CTEIG). Counselors, teachers and classified staff will have opportunities for professional development to expand their skills in supporting students and will attend workshops provided by the College Board and other approved organizations. These efforts will assist students with CTE completion and increased participation in apprenticeship opportunities.		
6	Visual and Performing Arts (repeated expenditure, Goal 1, Action 1)	The GUSD Visual and Performing Arts (VAPA) Department assumes a leadership role in the evaluation and enhancement of the District's VAPA programs, staff, and facilities. The team is responsible for the strategic evaluation, revision, and implementation of Glendale Unified School District's (GUSD) Strategic Arts Plan. Additionally, it offers support to school principals, department chairs, and VAPA faculty including, but not limited to, systemic collaboration, budgeting and purchasing, and development of productive networks within GUSD, the City of Glendale, and other local partners. Furthermore, the Department coordinates District VAPA events, ensuring effective publicity, and notifying the Board of Education about major VAPA occurrences. In collaboration with principals, teachers, families, students, and the community, the VAPA The department has initiated a work group to develop and refine the District's VAPA K-6 curriculum and benchmarks. The committee will ensure that the curriculum is sequential, culturally relevant, and in tune with the social-emotional development of students. This comprehensive initiative will make recommendations regarding who will teach the new curriculum and develop professional development to support the effort. This includes determining the need for elementary itinerant arts programs. The VAPA Coordinator will actively contribute to the recruitment, selection, evaluation, and training of VAPA personnel for itinerant programs and will collaboratively develop, evaluate, and adjust the itinerant program annually. The Department is responsible for the planning, coordinating, and documenting of professional development opportunities for both VAPA and elementary teachers, aligning their efforts with the state VAPA framework, Social Emotional Learning competencies, state VAPA content standards, GUSD Strategic Arts plan, and District VAPA curriculum.	$0.00	No

		The VAPA Department actively builds and leverages relationships with community partners to garner community support for GUSD VAPA programs. This includes attending Arts Collaborative meetings, events and seminars conducted by organizations such as Arts for LA and LA County of Education. The Coordinator of VAPA collaborates directly with local arts organizations to develop opportunities for GUSD students by coordinating art shows and volunteer and performance opportunities for students. Funding opportunities are proactively sought after by writing grants and proposals and forming ad hoc committees for funding development as needed. Funds help cover the cost of field trips and supplies.		
7	Tiered Intervention Support	Through inter-departmental collaboration, tiered intervention supports will be designed and implemented to address the specific needs of students who are continuing to show a gap in academic achievement, specifically focusing on the needs of English Learners, low-income, and foster youth. Intervention programs will be implemented to support students in overcoming barriers and achieving academic success. 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. Students will have access to evidence-based intervention programs, including the Sonday reading and SWUN math intervention programs. Ongoing review of student performance data will support selection of all appropriate programs and services. In 2023-24 nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 54 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 to 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 support. 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 programs 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 the 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 the curriculum and provide targeted and supplemental instructional	$10,593,578.00	Yes

		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 can 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 develop 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 the academic and behavioral needs of students to increase student engagement, students can 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 are supported in research to increase student achievement. Professional development will be provided to certificated and classified staff on the effective implementation of evidence based tiered intervention strategies. 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.		
8	Instruction-related Services for Special Education	Students with disabilities will be provided the appropriate instruction and support that is aligned with their IEP goals to assist in their continuous progress in the least restrictive environment. GUSD is committed to increasing inclusive practices for students with disabilities. Embedded instruction supports learning in an inclusive setting ensuring the least restrictive environment (effect size .80, Gulboy, Ucesoy-Ozkan, and Rakap 2022). Evidence has shown that “children who learn new skills through embedded instruction can maintain these skills overtime.” Trained staff and assistants are provided to implement programs that serve the specifically identified academic and behavioral needs of students with special needs. The Special Education Services Department will continue to provide ongoing professional development on evidence-based practices, intervention programs, and instructional/behavioral modification strategies to support student success in achieving IEP goals. Based on the 2023 Dashboard data, Students with Disabilities (SWD) at several GUSD schools demonstrated significant gaps in English Language Arts and mathematics, scoring at the lowest performance level–“red”. District leaders will work closely with each school to conduct a needs assessment and a root cause analysis to determine the root causes of the gaps in order to identify the evidence based strategies to address the gaps. SWD at the following schools are underperforming in English Language Arts: Students with Disabilities student group at Lincoln, Glenoaks, Marshall Elementary Schools, and Toll, Roosevelt, Wilson Middle Schools. SWD at the following schools are underperforming in mathematics: Students with Disabilities student group at Lincoln and Marshall Elementary Schools, and Toll, Roosevelt, Rosemont Middle Schools. The following practices will be implemented at the noted schools:	$59,114,223.00	No

		- High quality professional development for special education teachers on the implementation of effective, evidence-based practices to increase ELA and math performance - Timely academic and behavioral interventions and support - Review of the current instructional resources and their implementation to address implementation gaps - Examine the current implementation of supplemental resources and targeted interventions - Review of IEPs and students progress on the IEP goals, focusing on student outcomes - Identifying and effectively addressing SWD who are English Learners to increase academic language development - Professional development on the implementation and administration of CAASPP and CAA testing, the use of the accessibility tools and designated supports, and how best to prepare and support students through testing - Provide support and resources for families to ensure consistent attendance and ways to support increased literacy in ELA and math at home - Expand collaboration with general education teachers and content-strong staff to provide interventions and expand effective inclusion support - Train education assistants to maximize their skills in supporting students in the classroom - Monitor progress through ongoing data analysis to inform instruction and interventions As a result of implementation of these strategies, Students with Disabilities districtwide and at the specified schools will demonstrate 2% progress annually in ELA and math on the California School Dashboard.		
9	English Learner Services (repeated expenditure, Goal 1, Action 1)	GUSD is committed to the success of English learners through rigorous instruction and monitoring progress. All English learners are provided Designated English Language Development (dELD) instruction in a protected block of time. Integrated English Language Development (iELD) instruction is embedded in all content. Professional development on effective dELD and iELD and in understanding the unique needs of English learners will be provided to build capacity for all teachers and staff. 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 support and interventions will be provided to ensure that English learners are continuing to make progress linguistically and academically. Reclassified ELs will continue to be monitored for four years following reclassification. The Equity, Access, and Family Engagement Department will continue to support schools with the implementation and monitoring of EL programs, assessments, and services. 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. Teacher specialists will develop and monitor the instructional programs to ensure mastery of ELD standards and language production.	$0.00	No
10	Emerging English Learner (Newcomer) Support	Over 20% of GUSD’s students are English Learners (EL) and in recent years, the district has experienced a significant increase in the number of Emerging English Learners. In 2023-24, 1828 students were administered the Initial ELPAC. Of the 1585 who were identified as ELs, 1326 or	$1,769,247.00	Yes

72.54% scored at the Novice level of English language proficiency. Enrollment of newcomers is ongoing throughout the year.

Newcomer English Learners have unique and diverse educational needs because they have to navigate a new language and culture while also functioning in a new education system. Furthermore, many of these students and their families are immigrants or refugees who have experienced significant challenges and trauma. GUSD has an asset-based comprehensive approach to serving newcomer ELs which addresses their diverse linguistic, academic, psychological, and physiological needs. Acknowledging that the newcomer experience is different for elementary vs. secondary students, the district ensures that programs and services are designed to address these specific needs.

Newcomer families have access to multilingual and multicultural staff at every school and the central office which helps break the linguistic barrier and begin building relationships right from the start. All documents are provided in multiple languages and translators are available for lesser spoken languages. The district also invests in digital tools like Parent Square which allows for multilingual messaging and two-way communication between the district/schools and families, and iPads with the translation feature.

The Home Language Survey is administered upon enrollment and ELPAC and primary language assessments are administered at the district Welcome Center to determine appropriate placement in the academic program. Parent orientation takes place while students are testing, where trained staff introduce families to the district and the programs and services available to them. Training and resources, such as the“Bridge to Belonging” curriculum developed by the Student Wellness Services Department, are also provided to schools and site-based teacher specialists to support newcomers and families at the school.

The district partners with various community and cultural organizations to provide students and families additional support and access to resources. Through the RSI/CalNEW grant the district provides newcomer families with the necessary resources and support, including backpacks, tutoring for language support and homework help, access to the digital tool Lexia English, bus passes, parent education resources, referrals for housing and personal necessities, and mentoring.

Supporting newcomers’ social, emotional, and mental health needs is critical to address the core stressors that many experience, including trauma, isolation, aculturation, and resettlement. GUSD staff receive training on trauma-sensitive practices, and trained psychological support providers are available at every school to provide one-on-one support to students and their families. Teacher specialists at every school build close relationships with the newcomers, conducting check-ins and ensuring that supports are provided as needed.

Counselors and teacher specialists at the secondary level work closely with the newcomer students to develop individual plans to help them complete all graduation requirements. Extended learning opportunities such as summer school are offered to newcomers to accelerate language acquisition and address credit deficiencies.

Newcomer students require high-quality education that builds upon their linguistic and academic skills. GUSD will continue to implement evidence-based curriculum, instruction and interventions to engage newcomers in rigorous learning experiences that are aligned to the English Language Development (ELD) and academic standards, helping students build language competence and

		content knowledge in tandem. All teachers working with newcomers will receive professional development on effective instructional practices targeted for their unique needs. EL student shadowing, and follow-up coaching support and collaboration time will be provided to teachers to deepen the implementation of high-impact language development instruction, including direct and explicit instruction on core literacy foundations and oral and written language skills. Older newcomers are offered the opportunity to enroll in dual language immersion programs where they can leverage their primary language skills, prior knowledge, and cultural assets as they develop English language proficiency and content mastery. Newcomers who are not making adequate progress are supported through targeted tiered interventions through small group and one-on-one instructions from trained teachers and bilingual classified staff. They are also provided before and after school tutoring and pull-out intervention support. Block scheduling at the secondary level has increased the instructional time and access to teachers. For newcomers exhibiting learning challenges beyond the interventions provided, the Language Appraisal Team and the Student Study Team will determine additional supports. Based on these actions, newcomer English Learners will demonstrate an increase in the percentage of students advancing performance levels on the ELPAC.		
11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	GUSD's English Learners are provided high quality designated and integrated ELD instruction to ensure their linguistic and academic progress and timely reclassification. Addressing the unique needs of Long Term English Learners (LTELs) and monitoring and supporting them through appropriate instruction and intervention has always been at the forefront of GUSD's work. Furthermore, the district monitors ELs to identify and support students who are at-risk of becoming LTELs. As a result of these efforts, there has been a significant decline in the percentage of LTELs, from 23.9% in 2021-22 to 13.3% in 2022-23. As of April 2024, the number of LTELs was at 465. Ensuring that LTELs receive high-impact instruction and intervention is a collaborative effort between school staff (administration, counseling team, teacher specialists, ELD and content area teachers, and support staff) and multiple departments in the central office. The EAFE team will continue to work closely with the coordinator of Assessment and Accountability to identify LTELs and monitor their progress on the ELPAC, CAASPP, and the local assessments. The data will be reviewed with school administrators and teacher specialists, and schools will develop specific goals and evidence-based strategies to address LTELs' progress towards reclassification. The T&L team will continue providing professional development focusing on increasing the rate of language acquisition and strengthening content literacy. They will focus on instructional strategies that explicitly teach vocabulary and writing, activating prior knowledge and teaching skills to effectively access content. Rigorous academic language development instruction is key to increasing the rate of language acquisition to help LTELs meet the reclassification criteria. Research studies on LTELs have shown that absenteeism and unidentified or belated diagnosis of learning disabilities may sometimes be factors for contributing to prolonged EL status (Buenrostro and Maxwell-Jolly 2023). GUSD will guide schools in careful examination of comprehensive LTEL data, including conducting Language Appraisal Team (LAT) reviews, and individual meetings with each student to develop individualized plans to support them. Professional development focusing	$0.00	Yes

		on increasing attendance and supporting the socioemotional needs of LTELs will be provided to teacher specialists and school teams. School counselors will also receive training and guidance on supporting LTELs towards successful course completion. Expanded learning opportunities such as tutoring, mentoring, enrichment opportunities, resources and summer school will also be implemented to advance LTELs towards reclassification. Based on these actions, the reclassification rate for LTELs will increase by 3% reducing the overall number of LTELs.		
12	Dual Language Instruction	Research has shown that English Learners benefit from maintaining proficiency in their native language and this in turn supports them in developing proficiency in English. 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. GUSD will continue to support ELs through this asset-based approach to instruction with its model dual language immersion programs offered in 7 languages. The DLI program director and teacher specialists will monitor the progress of English Learners enrolled in DLI programs. Data on student achievement towards linguistic and academic goals will be reviewed and shared with school leadership teams. Professional development will be provided to DLI teachers to equip them with the evidence-based instructional strategies for language acquisition and content mastery, including but not limited to Culturally Embedded Biliteracy Pedagogy, Oral Language Production in the Classroom, and GLAD Strategies. Follow-up collaboration time and coaching will ensure effective implementation. Authentic resources in the target language will continue to be developed to engage learners with linguistic and cultural experiences that develop bilingualism and biculturalism. The DLI team will also continue to support families of ELs with learning opportunities and resources to develop clarity and understanding of program goals and instructional approaches. 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.	$1,141,667.00	Yes
13	Gifted Education	GUSD will implement a comprehensive Gifted and Talented Education (GATE) plan that includes the process for identification using a tool for universal screening, effective instructional strategies and resources for differentiation, and professional development to support the teachers. Identified staff at each school will be designated and trained to support the implementation and monitoring of services for GATE students. Elementary schools will have access to resources to design extracurricular opportunities for GATE learners to collaborate on learning tasks. Parent engagement opportunities will be offered throughout the school year.	$150,000.00	No
14	Extracurricular Opportunities - Elementary	GUSD is committed to a whole child approach to education and therefore will continue to support all elementary schools with resources to offer extracurricular learning opportunities such as music and chorus (Hattie effect size drama/arts 0.42, creativity 0.64), sports, and technology (Hattie effect size 0.51) to increase student connectedness to school, especially for low income youth. Opportunity to participate in instrumental music programs is available at every school allowing students access within their school. Academic coaches at schools provide before and after school	$2,542,787.00	Yes

		extracurricular learning experiences. Students have access to trained staff who design and facilitate the programs. Collaboration with community partners increases the opportunities for engagement with learning. 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. 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 indicates that students feel a strong sense of belonging at their school. 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.		
15	School-based Intervention Support	GUSD supports schools in planning and delivering evidence-based academic and behavioral instruction, intervention, and acceleration to close the achievement gap for English learners, low-income, and foster youth. All elementary, middle, and high schools provide targeted interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Central office staff will support each school in identifying gaps and possible resource inequities. The school leadership teams will review and identify evidence-based strategies and approaches in a tiered system of support that meet the school's unique combination of needs. Professional development opportunities to support learning across schools and build capacity for teachers and staff in meeting students' needs. Furthermore, teachers will be provided with time throughout the school year to collaborate on analyzing assessment results, examining the data, and planning the targeted intervention services for English learners, low income and foster youth. Additional services include after-school tutoring programs, mentorship support, programs to develop students’ leadership skills, and community and family engagement. Based on the 2023 Dashboard data, several GUSD schools and specific student groups demonstrated significant gaps, scoring at the lowest performance level–“red”. The following student groups at the noted schools are underperforming in English Language Arts: - Homeless student group at Toll Middle School and Glendale High School - English Learner student group at Glendale and Hoover High Schools The following student groups at the noted schools are underperforming in mathematics:	$4,531,312.00	Yes

- Homeless student group at Roosevelt Middle School
- English Learner student group at Glendale and Hoover High Schools

The following student group is underperforming on the English Learner Progress Indicator (ELPI):
- English Learner student groups at Toll and Daily

GUSD will collaborate closely with the leadership teams at Glendale and Hoover High Schools to closely examine the English Learner performance in English Language Arts and mathematics and identify specific actions and strategies specified in the school plan to address performance gaps. Schools will be supported with implementation of the following evidence-based practices:
- Professional development for English and Math teachers on integrated ELD instruction and strategies
- Examine instructional materials and ensure resources to ensure teachers and students have access to evidence-based instruction
- Consistently implement formative and interim assessments and leverage the data to monitor progress
- Increased schoolwide emphasis on academic language development and building literacy skills for English Learners
- Help English Learners understand the importance of testing, providing intervention and support with test-taking strategies and exposure to testing environments
- Implement technology tools and programs to enhance EL's skills and maximize their exposure to test-related skills and concepts.
- Implement appropriate and available accommodations to support EL's progress and performance on assessments
- Collaborate with families of ELs to address any other barriers to learning that the family may be facing

The SWS department will work with the teams at Toll and Roosevelt Middle and Glendale High schools to identify students experiencing homelessness and examine their math and ELA academic progress to determine any barriers to performance. The SWS counselor will collaborate with the school team of counselors, administrators, specialists and teachers to determine a comprehensive approach to support homeless students. Case management will allow customization of support for each student addressing any physical, emotional or social barriers to academic progress. The team will re-engage homeless students through wraparound supports that include collaboration between the school, the district and community organizations.

The EAFE department will work closely with the teams at Toll Middle School and Daily Continuation High School on addressing the ELPI gap. The school team, including the teacher specialists, administrators, and ELD and content teachers will examine the ELPAC results and identify students who are not making progress. Schools will implement the following:
- Provide professional development to ELD teachers on understanding ELPAC testing, question types in each domain, and availability of accessibility resources for ELs
- Examine the instructional materials and resources to ensure they are aligned with ELPAC domains and skills, supplement as needed
- Support schools with selection and implementation of accessibility resources
- Support teachers with integration of ELPAC skills and question types in dELD and iELD instruction
- Support teachers with effective and consistent implementation of the new interim ELPAC assessments
- Work closely with English Learners and their families to clarity the importance of ELPAC testing

		- Provide additional instructional support to ELs on test-taking skills specific to the ELPAC - Provide extended learning opportunities in the form of before and after school tutoring - Implement formative assessments to monitor language acquisition progress throughout the year and adjust instruction as needed As a result of implementation of these strategies, English Learner and Homeless student groups districtwide and at the specified schools will demonstrate 2% progress annually in ELA and math and English Learners will accelerate progress by 2% annually on the English Learner Progress Indicator on the California School Dashboard. Overall, 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 2% per year and increase the ELPI by 2% annually.		
16	Elementary Library & Media Education Services and Technology Support	According to the Young Readers Foundation, “Reading helps educate, enlighten, and calm young learners. In fact, children who read more are shown to have overall better cognitive skills. Frequent reading helps to build students' vocabulary and comprehension skills, while improving their test scores, writing skills, and communication skills. Consistent reading - especially outside of the classroom - is great for overall student development and literacy.” Fully staffed and well-maintained elementary school libraries supply students and families with the resources, access, and a welcoming literacy-rich environment. Furthermore, while today’s students are growing up in a digital world, they benefit from formal instruction to safely access, discern, and use online resources. This is especially important for English Learners, low income, and foster youth who often lack access to literacy and technology-rich resources because they face many socioeconomic and academic barriers. GUSD provides trained library and media aides at each elementary school to ensure 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. Library aides and multimedia technology specialists provide 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 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) Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of curricular and supplemental material and technology to enhance instruction. 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 use of technology skills.The technology teacher specialists will continue supporting teachers and staff in various departments in serving the parents and families of English Learners, low income, and foster youth to secure	$313,101.00	Yes

		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 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.		
17	Instruction-related Services - Daily High School	Allan F. Daily Continuation High School is a WASC-accredited school recognized as a Model Continuation School in 2022. The school provides a dynamic and personal educational alternative to students. During the 2023-24 school year, Daily High School's student population is made up of 58.3% socio-economically disadvantaged students (SED) and 33.3% English Learners (EL). All programs and services are always designed with the specific and unique needs of these students in mind, which include higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs with higher ratio of adult to student interactions, such as what Daily High School provides, are critical to meet the needs of English learners and low-income students on their path to high school graduation. Studies from the National Dropout Prevention Center from the past three decades concluded that some "alternative schools produce surprisingly high levels of academic gains, behavioral improvement, and graduation outcomes for even the most at-risk students" (Effective Strategies for Alternative School Improvement 2020) Daily will continue to implement a comprehensive approach to addressing the significant learning and socioemotional gaps that are common among students entering continuation schools. Tiered interventions support will be provided to re-engage students emotionally, behaviorally, and cognitively to increase attendance and sense of belonging. The school will plan and deliver individualized support to English learners and low-income students that include timely intensive interventions in reading and math (Hattie effect size 0.77) and support to accelerate their progress toward closing the achievement and credit gaps. Reducing the student-to-adult ratio through additional highly trained teachers and instructional support staff will increase small group (Hattie effect size 0.47) and one-to-one instruction, intervention and support. Students will receive ongoing and timely feedback to increase student agency (Hattie effect size 0.64). Targeted efforts for supporting the socioemotional and mental health needs will continue to increase student engagement and attendance. The licensed therapist and counseling service provider will continue to work closely with the students to address their individual needs to increase their self-efficacy (Hattie effect size 0.92) and motivation (Hattie 0.69). English learners and low-income students will have access to additional alternative programs and opportunities for credit recovery, including extended learning during summer. Furthermore, the programs offered at Daily will include internship and apprenticeship opportunities through community partnerships to equip students with career-readiness skills. Based on the 2023 Dashboard data, the student groups at Daily High School listed below scored	$2,935,326.00	Yes

		at the lowest performance level–“red”–on the following two indicators: - College/Career Indicator (CCI): All Students, Hispanic, White, Socioeconomically Disadvantaged and Students with Disabilities - Graduation Rate Indicator: All Students, Hispanic, White, English Learners, Socioeconomically Disadvantaged District leaders will work closely with each school to conduct a needs assessment and a root cause analysis focusing on each identified student group to determine the root causes of these gaps and to develop targeted goals and actions to address these intentionally and establish measures to prevent future gaps: - Actively monitor the CSI plan for Daily High School - Collaborate with the College and Career Division to identify appropriate placement in internships and apprenticeships that meet student interest - Develop partnerships between the Daily academic counselor and the District Counselor to review transcripts and ensure students are on track for graduation - Use alternative curriculum sources that provide deeper engagement and digital practice - Maximize instructional time and provide supports during the school day to ensure students have access to curriculum that meets their needs - Monitor academic achievement and credit completion - Provide education and support to families to help them see the benefits on high school diploma and credit completion As a result of implementing these strategies, the specific student groups at Daily High School will demonstrate 2% progress annually on both the Graduation Rate and College/Career Indicators on the California School Dashboard. Daily leadership participates in the California Advisory Task force on Alternative Schools through Stanford University, and in addition to the graduation rate, will also collect and examine actionable data to gauge the proposed “positive transition rate” which presents a more complete picture of those youth who exit alternative school each year. A student will be considered part of the positive transition rate if they did one of the following: - Graduated high school - Passed the HiSET or GED - Continued their high school enrollment into the 5th year - Enrolled into adult education - Enrolled in a community college or trade school - Enlisted in the military (currently the armed forces do not enlist people without HS diploma or GED) Currently only those students earning a HS diploma by the end of their 4th year are considered graduates. Overall, as a result of these actions, we expect a 2% annual increase in the graduation rate for English learners and low income students who are enrolled at Daily High. The baseline data for the Positive Transition Rate will be established in 2024-25.		
18	Expanded Opportunities - Transportation for Clark Magnet High School	Approximately half of Anderson W. Clark Magnet High School students qualify for the federal free and reduced meal program, the metric identifying low income students. Clark’s enrollment includes students from across the district, including neighborhoods with a higher percentage of low income students who require access to transportation to attend the school. Clark Magnet is an	$2,200,640.00	Yes

		award winning school that has been repeatedly ranked among America's Best High Schools by U.S. News & World Report and once again, in 2024, received the California Distinguished Schools award from the California Department of Education. The model programs and opportunities offered at Clark are exceptional in closing the opportunity gap by offering students multiple pathways to college and career. Clark has a 100% graduation rate, and a nearly 100% rate of enrollment in post-secondary education. Economically disadvantaged students are closely monitored in order to provide appropriate interventions including after school tutoring sessions. The 2024 CAASPP, a-g completion, and graduation rates are not available as of the writing of this plan. The overall drop in enrollment at GUSD has impacted all schools, including Clark where the number of low income students dropped to 49.2% in 2023 compared to 52.98% in 2022. According to the 2023 CAASPP results, the percentage of low income students who scored “met” or “exceeded” was 68.53% in math and 87.80% in ELA. The a-g completion rate was at 95.9% and the four-year adjusted cohort graduation rate was at 98.8%. GUSD will continue to provide cost-free transportation to low-income students from across the district to ensure equitable access to the award-winning and nationally recognized programs at Clark. 25 student pick-up locations are designated near students’ school of residence, eliminating all barriers for students to attend Clark High School. Based on this action, low income students will continue to maintain a high percentage of enrollment 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.		
19	Intervention Support - Elementary Schools	GUSD will continue to provide 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. They also identify and report on the metrics to monitor student progress. The implementation of the interventions is supported and monitored by the school leadership and the central office. Ongoing data is shared to monitor progress, and professional development opportunities are facilitated to continue building capacity for teachers and the instructional support staff. LREBG Action Supporting students directly with Intervention Teachers at 20 elementary sites. Intervention Teachers will support students with ELA and Math Literacy and work to decrease the gaps in knowledge/skills and achievement across student groups. The February 2009 practice guide “Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades” underscores the District’s belief that intervention teachers can screen students, adjust instruction, provide intervention and monitor students. The March 2021 practice guide “Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades” cites multiple studies where providing systematic instruction during intervention helps students to develop understanding of mathematical ideas. Metrics being used to monitor the action: Metric 1.1 (ELA CAASPP Results), Metric 1.2 (Math CAASPP Results), Metric 1.3 (CAST Results) and Metric 1.4 (English Learner Progress Indicator)	$2,859,347.00	No

		LREBG funds supporting this action: $2,700,000 per year through 2027-2028.		

Goal

Goal #	Description	Type of Goal
2	Foster a Positive Culture of Learning: All students will learn in a supportive, socially and emotionally safe, culturally affirming, and engaging learning environment that promotes student success.	Broad Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

It is widely understood and accepted that students need to feel connected to and supported at school in order to achieve at high levels. GUSD endeavors to create a student-centered and inclusive school experience that prioritizes academic achievement, student agency, advancement, and a sense of belonging for all. There is a need to continue enhancing school culture through positive learning experiences, embracing diversity, and fostering personal growth and wellbeing.

To achieve these aims, GUSD will need to…
- Target CA School Dashboard metrics including the Suspension Rate and Chronic Absenteeism.
- Analyze and respond to educational partner feedback through surveys about social emotional wellness and perceptions related to school culture.
- Continue efforts to establish channels for communication, including digital tools that provide families timely updates on their students and about District programs and services.
- Expand supports through the Student Wellness Services (SWS) Department to reduce chronic absenteeism and connect students and families in need to the appropriate resources.
- Address student behavior and mental health needs through counseling, psychological support providers, restorative practices and community resources that assist students in accessing the curriculum and making good decisions.
- Provide guidance counselors to assist students with academic planning and personal support.

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 school connectedness, trust, and understanding for students, parents, and families.
- Strengthen relationships with families and school communities.

We are continuing with this goal based on the 2024 California School Dashboard and major progress that was made by reducing chronic absenteeism while simultaneously increasing ADA. However, there are gaps particularly with LTELs and Foster Youth compared to all students. Our educational partners recognize the unique student groups and have indicated agreement in bridging these gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Attendance Rate (Source: P-2 ADA percentage based on CALPADS enrollment)	94.91% (Attendance period 08/16/2023 to 03/15/2024).	95.36% (Attendance period 08/21/2024 to 03/21/2025)		98% (2026-2027)	+0.45%
2	Chronic Absenteeism Rate (K-8 students missing 10%+ Days of School) (Source: https://www.caschooldashboard.org/reports/19645680000000/2023/academic-engagement#chronic-absenteeism)	ALL - 18.7% EL - 24.4% LTEL - 26.3% (2024 Dashboard) FY - 28.8% HOM - 26.1% SED - 23.4% SWD - 26.5% AA - 20.4% AI/AN - 27.3% AS - 7.0% FIL - 13.5% HI - 23.9% NH/PI - 15.0% WH - 19.8% MR - 12.6% (2022-2023)	ALL - 14.3% EL - 19.2% LTEL - N/A FY - 36.8% HOM - 24.3% SED - 18.1% SWD - 20.3% AA - 15.2% AI/AN - 31.6% AS - 4.7% FIL - 9.7% HI - 19.4% NH/PI - 6.3% WH - 14.9% MR - 8.8% (2023-2024)		ALL - 15% EL - 21% LTEL - 20% FY - 25% HOM - 23% SED - 20% SWD - 23% AA - 17% AI/AN - 24% AS - 4% FIL - 9% HI - 21% NH/PI - 12% WH - 17% MR - 9% (2026-2027)	ALL (-4.4%) EL (-5.2%) LTEL - (N/A) FY (+8.0%) HOM (-1.8%) SED (-5.3%) SWD (-6.2%) AA (-5.2%) AI/AN (+4.3%) AS (-2.3%) FIL (-3.8%) HI (-4.5%) NH/PI (-8.7%) WH (-4.9%) MR (-3.8%)
3	Middle School Dropout Rate (Source: CALPADS Report 1.24)	1.41% (26/1850) (2022-2023)	1.21% (23/1906) (2023-2024)		1% (2026-2027)	-0.20%
4	High School Dropout Rate (Source: CALPADS Report 1.24 with Grades 12 and 13 in the denominator)	1.64% (2022-2023)	1.00% (2023-2024)		1% (2026-2027)	-0.64%

5	Suspension Rate (Percentage of students suspended at least one day) (Source: https://www.caschooldashboard.org/reports/19645680000000/2023/conditions-and-climate#suspension-rate)	ALL - 2.6% EL - 4.3% LTEL - 11.8% (2024 Dashboard) FY - 8.1% HOM - 5.6% SED - 3.6% SWD - 4.8% AA - 3.0% AI/AN - 0.0% AS - 1.0% FIL - 1.4% HI - 4.1% NH/PI - 3.7% WH - 2.6% MR - 1.6% (2022-2023)	ALL - 2.4% EL - 3.7% LTEL - N/A FY - 13.2% HOM - 5.5% SED - 3.2% SWD - 5.0% AA - 4.1% AI/AN - 8.0% AS - 1.0% FIL - 1.4% HI - 3.8% NH/PI - 4.5% WH - 2.3% MR - 0.8% (2023-2024)		ALL - 1% EL - 2% LTEL - 8% FY - 5% HOM - 2% SED - 2% SWD - 2% AA - 1% AI/AN - 0% AS - 0% FIL - 0% HI - 1% NH/PI - 1% WH - 1% MR - 1% (2026-2027)	ALL (-0.2%) EL (-0.6%) LTEL - (N/A) FY (+5.1%) HOM (-0.1%) SED (-0.4%) SWD (+0.2%) AA (+1.1%) AI/AN (+8.0%) AS (0%) FIL (0%) HI (-0.3%) NH/PI (+0.8%) WH (-0.3%) MR (-0.8%)
6	Expulsion Rate (Source: https://dq.cde.ca.gov/dataquest/dqcensus/DisExpRate.aspx?agglevel=district&year=2022-23&cds=1964568)	0% (2022-2023)	0% (2023-2024)		0% (2026-2027)	0%
7	Number of Documented Behavior Incidents (Source: Q SIS "PBIS Behavior Analysis All Data" Report)	Major Incidents: 4680 Minor Incidents: 8871 (Spring 2024)	Major Incidents: 5202 Minor Incidents: 8357 (Spring 2025)		Major Incidents: 4446 Minor Incidents: 8427 - Reduce by a total of 5% (2026-2027)	Major Incidents: +522 Minor Incidents: -514

8	Percentage of favorable responses on the Panorama Survey (Grades 4 and 5)	Emotional Regulation (44%) Growth Mindset (63%) Self-Efficacy (62%) Sense of Belonging/Connectedness (61%) Social Awareness (66%) School Safety (61%) (Spring 2024)	Emotional Regulation (47%) Growth Mindset (42%) Self-Efficacy (53%) Sense of Belonging/Connectedness (56%) Social Awareness (57%) School Safety (64%) (Spring 2025)		Emotional Regulation (51%) Growth Mindset (72%) Self-Efficacy (68%) Sense of Belonging/Connectedness (67%) Social Awareness (72%) School Safety (69%) (2026-2027)	Emotional Regulation (+3%) Growth Mindset (-21%) Self-Efficacy (-9%) Sense of Belonging/Connectedness (-5%) Social Awareness (-9%) School Safety (+1%)
9	Percentage of favorable responses on the Panorama Survey (Grades 6-12)	Emotional Regulation (51%) Growth Mindset (57%) Self-Efficacy (54%) Sense of Belonging/Connectedness (44%) Social Awareness (62%) School Safety (55%) (Spring 2024)	Emotional Regulation (48%) Growth Mindset (43%) Self-Efficacy (45%) Sense of Belonging/Connectedness (47%) Social Awareness (56%) School Safety (58%) (Spring 2025)		Emotional Regulation (57%) Growth Mindset (63%) Self-Efficacy (60%) Sense of Belonging/Connectedness (50%) Social Awareness (68%) School Safety (61%) (Spring 2027)	Emotional Regulation (-3%) Growth Mindset (-6%) Self-Efficacy (-9%) Sense of Belonging/Connectedness (+3%) Social Awareness (-6%) School Safety (+3%)

10	Parent Input in Decision Making - Percentage of favorable responses ("Strongly Agree" or "Agree") by parents on the Annual School Plan Survey question: "My child's school actively seeks input from parents/guardians before making important decisions."	57.2% (Spring 2024)	61.7% (Spring 2025)		63% (Spring 2027)	+4.5%
11	Parent Participation - Percentage of favorable responses ("Strongly Agree" or "Agree") by parents on the Annual School Plan Survey question: "My child's school provides training for parents to help support student learning."	45.7% (Spring 2024)	47.2% (Spring 2025)		54% (Spring 2027)	+1.5%

12	Parent Involvement - Percentage of favorable responses ("Strongly Agree" or "Agree") by parents on the Annual School Plan Survey question: "My child's school keeps me well informed about their academic progress."	79.5% (Spring 2024)	79.9% (Spring 2025)		85% (Spring 2027)	+0.4%
13	Perception of School Safety - Percentage of favorable responses from the Panorama Survey (students), Annual Plan Survey (parents/guardians) and Employee Culture Survey (staff)	Students: 61% (Grades 4 & 5) / 55% (Grades 6-12) Parents: 81.7% Staff: 74.6% (Spring 2024)	Students: 64% (Grades 4 & 5) / 58% (Grades 6-12) Parents: 86.3% Staff: 77.9% (Spring 2025)		Students: 70% (Grades 4 & 5) / 64% (Grades 6-12) Parents: 90% Staff: 83% (Spring 2027)	Students: +3.0% (Grades 4 & 5) / +3.0% (Grades 6-12) Parents: +4.6% Staff: +3.3%

14	Perception of School Connectedness - Percentage of favorable responses from the Panorama Survey (students), Annual Plan Survey (parents/guardians) and Employee Culture Survey (staff)	Students: 61% (Grades 4 & 5) / 44% (Grades 6-12) Parents: 79.5% Staff: 72.9% (Spring 2024)	Students: 56% (Grades 4 & 5) / 47% (Grades 6-12) Parents: 79.9% Staff: 75.4% (Spring 2025)		Students: 67% (Grades 4 & 5) / 60% (Grades 6-12) Parents: 85% Staff: 79% (Spring 2027)	Students: -5.0% (Grades 4 & 5) / +3.0% (Grades 6-12) Parents: +0.4% Staff: +2.5%

Goal Analysis for 2024-2025

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

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

[STUDENT WELLNESS AND SUPPORT]
GUSD took steps to improve student wellness and mental health support (Action 2.2) across the District. The Student Wellness Services Department played a pivotal role in offering targeted interventions, increasing mental health awareness, and building a positive school culture for all students, especially those facing significant social-emotional challenges. A notable expansion this year was the implementation of home visits by psychological service providers to support students experiencing school refusal. These visits, in collaboration with school staff, helped build trust with families and contributed to more effective re-entry planning for students dealing with mental health challenges. While this strategy shows promise, its long-term effectiveness will require further evaluation.

The Youth Empowerment Program, launched in partnership with the Glendale Police Department, provided targeted support for students with chronic attendance (Action 2.1) or behavioral concerns. Early feedback from students and families was overwhelmingly positive, with strong attendance and engagement. As the program grows, efforts will focus on improving the referral process and tracking long-term student outcomes. Social-emotional learning (SEL) lessons in elementary classrooms continued to be effective, though the high cost of the current curriculum raises concerns about sustainability. Exploring no-cost, evidence-based alternatives will be a priority moving forward. Suicide prevention training also proved impactful, with a noticeable increase in teacher referrals for at-risk students. Staff overwhelmingly favored in-person delivery for its effectiveness, reinforcing the need to maintain this format.

The district continued hosting “Coffee with the Principal” sessions led by psychological services providers on mental health topics. Although attendance was low, these sessions were viewed as valuable and will continue with potential adjustments to increase participation. Similarly, virtual and recorded formats are being explored to improve access and attendance for parent training sessions. The Bridge to Belonging program was highly effective in supporting newcomer students. However, demand outpaced the availability of service providers, limiting program expansion. Enhancing staffing capacity and revamping the parent engagement component (including virtual options) will be key next steps.

Individual and group counseling services were well-received, as evidenced in data collection on referral reasons and student outcomes is needed to measure impact on academic success (Action 2.5). The addition of a Substance Use Disorder Counselor at high schools was a strong step forward, though staff awareness and referrals remain limited and require more intentional outreach. Crisis intervention protocols and comprehensive risk assessments for students at potential risk of harming themselves or others were effective and appropriately responsive. These interventions allowed for early support that in many cases prevented escalation to hospitalization-level care.

Overall, GUSD's student wellness initiatives were well-implemented and aligned with District priorities. Areas for growth include expanding program reach, enhancing referral systems, increasing data collection, and refining parent engagement strategies to ensure broader impact and sustainability.

[GUIDANCE AND COUNSELING]
The District strengthened its guidance and counseling program (Action 2.7) to provide more cohesive, responsive, and student-centered college and career readiness support. A major shift in practice was the restructuring of counselor leadership meetings. By increasing the cadence of department chair meetings to every three weeks, District staff created a more agile and collaborative space for gathering feedback, previewing initiatives, and aligning strategies across school sites. These smaller, more frequent meetings informed the quarterly all-counselor gatherings, which included targeted professional development and guest speakers from organizations such as Dreamcatcher, the California College Guidance Initiative (CCGI), and Glendale Community College's dual enrollment team. This new structure improved communication, built leadership capacity, and increased buy-in for districtwide efforts.

This year also marked GUSD's first partnership with the Western Association of College Admissions Counselors to co-host a College and Career Fair. This collaboration expanded post-secondary access for students by connecting them with colleges and universities beyond the immediate region. The event offered students and families a more robust and personalized experience as they explored future opportunities. A major milestone in college advising was achieved with the placement of a full-time USC College Advising Corps advisor at each comprehensive high school. These trained advisors supported students with A-G completion, college applications, and financial aid, helping to ensure equitable access to post-secondary planning resources. Their presence added capacity to existing counseling teams and increased targeted support for students navigating the college admissions process.

Overall, the implementation of actions under this goal met or exceeded expectations. The new meeting structures allowed for greater alignment and responsiveness across school counseling teams. The addition of trained college advisors significantly strengthened individualized student support, and the district's expanded outreach through the college and career fair marked meaningful progress in preparing students for life after high school. Looking ahead, continued investment in cross-site collaboration, data-informed advising, and equitable access to college and career resources will be critical to sustaining momentum and deepening impact.

[BEHAVIOR EDUCATION SUPPORT]
The district deepened its commitment to supporting students' behavioral and social-emotional needs (Action 2.4) through targeted interventions and collaborative practices. The Special Education Department played a central role by providing individual counseling services to approximately 250-300 students, helping them better access the academic curriculum through the supports outlined in their Individualized Education Plans. These services were instrumental in addressing underlying behavioral challenges that impact learning and engagement. School psychologists also expanded the use of structured social-emotional interventions during unstructured times. Programs such as "Lunch Bunch" created opportunities for students to build social skills and engage in positive peer interactions in a supportive, low-pressure setting. These efforts contributed to a more inclusive school environment and helped students develop key interpersonal skills.

Significant enhancements were made to the Student Success Team (SST) process this year, resulting in more timely and effective interventions for students exhibiting behavioral concerns. By adding an additional case review step, school teams were able to engage in deeper, solution-focused dialogue with families and colleagues. These roundtable discussions generated new strategies and perspectives that had not been previously considered, allowing for more responsive and individualized support plans. Beyond procedural improvements, staff also prioritized conversations around building students' resiliency and social-emotional competence. Intervention plans increasingly incorporated

whole-child approaches, blending curriculum-based supports with strategies to promote well-being and self-regulation.

Overall, implementation under this goal was effective, with strengthened systems and staff collaboration leading to more proactive behavioral supports. Continued emphasis on early intervention, family engagement, and staff training in social-emotional learning will be key to sustaining progress and fostering positive student outcomes.

[ENGAGEMENT WITH EDUCATIONAL PARTNERS]
GUSD significantly strengthened its family and community engagement efforts (Action 2.3), with a focus on supporting English Learner, low-income and foster youth families. The Welcome Center remained a cornerstone of this work, offering multilingual support and streamlined onboarding processes that helped families navigate the school system, access services, and understand academic expectations. Expanded translation services improved communication districtwide, although demand—particularly for Russian-speaking English Learners—neared capacity. The Family Academies continued to thrive, particularly through the use of virtual platforms and recorded content, which increased accessibility for families balancing work or transportation challenges. Popular workshops focused on mental health, college readiness, and financial literacy, often in collaboration with community partners. These partnerships enhanced the district's reach and the relevance of programming. A major milestone this year was the successful implementation of wraparound services through the Community Schools Initiative at five high-need campuses. Families at these schools benefited from coordinated supports in areas such as healthcare, food security, and academic interventions, reflecting the district's commitment to holistic student well-being.

This year also marked the first formal engagement of African American families through the launch of the Glendale African American Parent-Student Council. While participation is still growing, the council established a dedicated space for advocacy, dialogue, and partnership. Building trust and continuing personalized outreach will be key to sustaining and expanding this important work. The District also increased support for families experiencing homelessness and for foster youth. Needs assessments, immediate school enrollment, and access to basic necessities such as food, hygiene products, school supplies, and clothing were prioritized. Seasonal efforts like Thanksgiving baskets and the Holiday Winter Wonderland event fostered a sense of belonging and dignity for students and families. These holistic supports went beyond access to education—ensuring that families feel valued members of the school community. A highlight of this year was the inaugural GUSD AI Symposium, a districtwide event that explored the future of artificial intelligence in K-12 education with an emphasis on its relevance for English Learners and at-promise students. This event exemplified GUSD's commitment to innovation and inclusion.

The District continues to have robust usage of the Q Student Information System, including the Parent and Student Portals. Also, GUSD maintains a 100% Contactability rating in Parent Square, ensuring all parents/guardians have real-time access to a reliable communication platform (Action 2.6).

Despite these successes, challenges remain. Some schools continued to struggle with consistent family engagement, often due to work schedules, transportation barriers, or limited awareness of available resources. There is growing demand for translation services. Looking ahead, the District plans to refine its communication strategies, expand culturally responsive outreach, and further integrate student voice into engagement practices. Initiatives like student-led family orientations and peer mentoring for newcomers are being explored. Providing professional development for staff on culturally responsive engagement practices will also be essential to building stronger connections with all families. By prioritizing targeted outreach, improved data tracking and authentic relationships, GUSD remains committed to building inclusive, engaged school communities that support student success through meaningful family and community partnerships.

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.

Overall, the Estimated Actual Expenditures slightly surpassed the Budgeted Expenditures in Goal 2 due to an increase in salary and benefits as a result of negotiated wage increases that impacted all labor partners and annual price increases in vendor-provided services. Of note, Action 2.4 (Behavior Education Support) reported estimated actuals below the budgeted expenditures due to a decrease in service contracts and use of in-house staff to support this action. Action 2.6 (Communication and Engagement) reported estimated actuals above the budgeted expenditures amount due to an increase in the cost of vendor services and technology products.

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

[STUDENT WELLNESS AND SUPPORT]
Action 2.1 was effective in that ADA has increased by 0.5% from 94.91% in 2023 to 95.36% in 2024. In addition, Chronic Absenteeism dropped for all students (-4.4%). There is work to do with Foster Youth (+8%) and American Indian/Alaskan Native (+4.3%) that experienced higher than expected chronic absenteeism in 2024. This is why this action continues to remain a priority for the District--the fluctuations need to be monitored and addressed using our newly established systems described above. Actions 2.2 and 2.5 were effective through the use of Psychological Services Providers through Student Wellness Services that support students presenting needs, particularly our Foster Youth, Newcomer EL/refugee and Socioeconomically Disadvantaged students. 100% of cases were addressed and with the fallout from the Pacific Palisades and Eaton Fires, all students requesting support received it. Additional data to support the maintenance of these actions to support Unduplicated Pupils: Chronic Absenteeism improved from 2023 to 2024 for ELs (24.4% to 19.2%) and SED (23.4% to 18.1%). However, for FY, the percentage increased from 28.8% to 36.8%. The data is encouraging, but a reminder that this action is needed to address recurring issues with attendance across multiple student groups. Again, for Suspension Rate between 2023 and 2024, there was improvement for EL (4.3% to 3.7%) and SED (3.6% to 3.2%), but FY increased from 7.8% to 13.2%. While there are mixed results in these metrics, there is still a need to ensure EL, FY and SED students are in school and access support services.

[GUIDANCE AND COUNSELING]
Action 2.7 was effective in that the middle and high school counselors continued to provide academic and social emotional support in a variety of settings. The middle school and high school dropout rates decreased (-0.20% and -0.64% respectively), providing evidence that students were persisting and meeting requirements for promotion or graduation.

[BEHAVIOR EDUCATION SUPPORT]
Action 2.4 was effective in that the District was able to shift away from outside agency support for behavior assistants and hire more staff directly. Again, Students with Disabilities had gains academically (+1.59% in Math, +2.4% students meeting A-G & CTE Pathway completion, and +0.9% on the College/Career Indicator). SWD did experience a slight increase in suspension rate (+0.2%), but this corresponds with the increased number of major behavior incidents Districtwide. These data points provide evidence that this action should continue in the future to support all students' needs.

[ENGAGEMENT WITH EDUCATIONAL PARTNERS]
Action 2.3 was effective in providing programs and activities to support families. The creation of the African American Parent-Student Council with three major meetings was a big accomplishment to support students of color. The use of ParentSquare has been formalized on site and the communication has increased across all usage strategies: posts (+10%), direct messages (+57%) and secure documents (+30%). Additional data to support the maintenance of this action: Results from the Annual School Plan Survey indicate an improvement from 2023 to 2024 in EL, FY and SED parents' perceptions of their schools seeking input from parents/guardians (from 57% to 62%) and in their schools providing trainings to families (46% to 47%). There was a decrease noticed in the parent/guardian participation in ELAC and DELAC. Therefore, there continues to be a need to reach out and connect with families of our Unduplicated Pupil population.

[METRIC 2.8 - PANORAMA SURVEY RESULTS]
The data in the originally approved 2024-2025 LCAP contained a typo in the results for Grades 4-5. The baseline data for Emotion Regulation was reported as 45%, but should read 44%. The data for Growth Mindset was reported as 66%, but should read 63%. The data for School Safety was reported as 63%, but should read 61%. These numbers have been updated as part of the 2025-2026 LCAP for clarity and comparison purposes.

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

LREBG Actions have been identified and aligned with 2.2 - Social Emotional Wellness. This action includes research, specific metrics, methods for follow-up and the funds allocated.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Attendance Support	Chronic student absenteeism continues to be a top challenge for schools post-covid. Research shows that "chronic student absenteeism can be severely detrimental to student outcomes. In fact, it can negatively influence reading proficiency by third grade, and by sixth grade, it's a leading indicator that a student will drop out of high school. It also disproportionately affects children living in poverty and can have negative impacts on student health." (Whaley 2024) While GUSD has increased its overall average daily attendance (ADA) to the pre-pandemic rate, the district continues to maintain a focus on addressing chronic absenteeism through a collaborative approach among various departments, schools, students and their families, and community partners. With the shared understanding that excessive absences can be harmful to a student's ability to develop good academic, social, and work skills, GUSD partners with parents and guardians to ensure that every child is in school every day. GUSD will expand its positive attendance campaign using strategies like those provided in the evidence-based tiered attendance support system (FutureEd and Attendance Works 2023 https://www.future-ed.org/wp-content/uploads/2023/05/Attendance-Playbook.5.23.pdf). Encouraging and supporting positive learning conditions on every school campus is a top priority embedded in their active student engagement programs and services, including community building events and activities, student leadership opportunities, extracurricular learning experiences, wellness centers and mental health supports. Research has shown that family engagement is key to increasing student attendance. GUSD's five community schools exemplify the foundational practices that support student and family engagement and reduced absenteeism. The district will continue to evaluate the program and plans on expanding the services to other schools. Schools will continue to facilitate family engagement events and workshops throughout the year communicating the importance of attendance on achievement and supporting families with tools and resources for establishing routines and a school-going culture at home. Ongoing communication includes phone calls, two-way messaging, and email notifications to ensure families are informed in a timely fashion and in a language that is comprehensible. Bilingual staff will continue to be available at all schools and the district office for personalized communication with families. Training and support will be provided to school teams including teacher specialists, counselors, and other staff on increasing cultural competence, building staff-teacher relationships, and implementing strategies for a welcoming school environment. GUSD will implement targeted interventions to support students who are at greater risk of chronic absenteeism. New features in the Q student information system will provide for more robust reporting and analytics to track attendance data through the At-Risk Dashboard. District staff will guide and support schools in conducting a root cause analysis, looking for patterns and determining the supports needed at an early stage. Targeted home visits may be conducted, as	$1,487,230.00	Yes

needed, to re-engage the student. The school team of counselors, teachers, and mentors will focus on building connections with the student to encourage regular attendance. Supports will be provided as needed to address any physical and/or mental health needs, as well as addressing housing and transportation challenges. For students with disabilities, the IEP teams will work closely with the families and will consider attendance goals as needed.

Students with critical attendance challenges will be supported through a comprehensive system of support that involves community partnerships and agencies. The Student Support Services and Student Wellness Services departments will continue to collaborate on providing guidance to school and on delivering early interventions to reduce chronic absenteeism for most at-risk youth. Staff will continue to monitor daily attendance. Weekly phone calls will be made to parents, whose child is exhibiting attendance issues, to identify the student needs and provide additional support to the students and their families. Counselors, teacher specialists and other site-based staff will meet with students with chronic absenteeism individually to provide additional support based on the student and their family's needs. Additionally, the SWS staff will link students and their families to the various agencies in the community to provide interventions and support to address food insecurity, sheltering, clothing, and more.

Monitoring and addressing truancies is an ongoing process. The Student Support Services department will ensure that attendance policies are shared with schools and families, and that the following truancy (unexcused absence) process is implemented to address chronic absenteeism. Parents are notified after the 3rd truancy, where the school administrator communicates with the family to discuss the absences. If attendance is not improved, the fifth truancy triggers a second notification and invitation to attend the School Attendance Review Team (SART) meeting with the school administrator and development of the SART contract which includes strategies for the family and the school to implement to improve attendance. SART meetings are a team effort, with students and parents/guardians included, to discover the source of the student's attendance issues, provide resources for the family, and build personal responsibility for the student to attend school. During the meeting, the student and parent/guardian will sign an attendance contract with the school. Persistent attendance issues trigger a 3rd notification and a School Attendance Review Board (SARB) meeting after the 10th truancy. A SARB is a multi-agency panel that meets with the purpose of helping students who are not going to school and keeping students and parents out of the juvenile court system.

Based on the 2023 Dashboard data, many GUSD schools and specific student groups demonstrated a high percentage of chronic absenteeism, resulting in a “red” status on the Dashboard:
All student group at Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, Edison.
Asian student group at Keppel.
English Learner student group at GUSD, Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, Keppel, Mountain Avenue, R.D. White, Edison, Verdugo Woodlands.
Hispanic student group at GUSD, Lincoln, Balboa, Franklin, Dunsmore, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, R.D. White, Rosemont, Edison, Valley View
Homeless student group at Balboa, Cerritos, R.D. White.
Multiple Race student group at GUSD and Lincoln.
Socioeconomically Disadvantaged student group at GUSD, Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, Edison, Verdugo Woodlands.
Students with Disabilities student group at GUSD, Lincoln, Balboa, Cerritos, Columbus, Glenoaks,

		Fremont, Marshall, Muir, La Crescenta, Keppel. White student group at Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, Keppel, Mountain Avenue, R.D. White, Edison, Valley View, Verdugo Woodlands. District leaders will work closely with each school to ensure implementation of appropriate interventions and monitoring of the specific student groups to encourage consistent attendance. This action supports GUSD's efforts in creating a comprehensive system to reduce chronic absenteeism by engaging students and families, creating a learning environment where every student and family feels connected and supported, and providing resources and opportunities equitably. As a result of these actions, we expect to see an increase in average daily attendance (ADA) and a decrease in chronic absenteeism among all student groups.		
2	Social Emotional Wellness	GUSD believes that student social emotional (SEL) wellness is vital to their success, and research has shown that "low-income children are at increased risk for socio-emotional problems, which may contribute to socioeconomic disparities in wellbeing and academic achievement" (Mondi and Reynolds 2021). Poverty creates significant challenges in the lives of children, and may impact everything from physical health to emotional wellness and to academic and future opportunities. Socioemotional skills have been found to be the most foundational skills for school readiness, student motivation and positive attitudes towards school (Denham & Brown, 2010; Domitrovich, Durlak, Staley, & Weissberg, 2017; Rimm-Kaufman, Pianta, & Cox, 2000). Decades of research in this area are culminated into the SEL framework by the Collaborative for Academic, Social, and Emotional Learning (CASEL) which informs policy, curriculum and instruction. "A growing body of evidence suggests that growing up in poverty contributes to cumulative risk exposure—resulting in chronic stress which impacts neurocognitive development in ways that tend to hinder academic performance" (Harms and Garrett-Ruffin 2023). GUSD will continue to deliver a comprehensive approach to social emotional wellness and mental health that includes evidence-based programs and instruction strategies, quality resources and tools, timely interventions, professional development for all staff, counseling and psychological support, wellness centers, and parent/family support. The Student Wellness Services (SWS) Department will continue providing mental health supports to address the social, emotional, and behavioral needs of low income and foster students. The department will continue collaborating with outside agencies to strive to offer comprehensive services that empower students to thrive academically, emotionally, and socially. The SWS staff will work closely with each school's administrative team to ensure that all students and families receive the support they need to be able to access education. Individual and group counseling, parent support groups, social emotional support through psychological service providers will be offered based on identified needs.The department will continue offering clinical supervision to associate level mental health practitioners along with interns to be able to make a bigger impact district-wide. Psychological services providers will continue offering individual and group counseling services, SEL lessons in the classrooms and will participate in meetings as needed to advocate for the mental health needs of students. The SWS staff will continue to conduct strengths based, culturally competent individualized intakes and assessments to identify the critical needs and provide appropriate supports. They will continue to provide individual counseling that focuses on mutually agreed upon treatment objectives. They will also provide rehabilitative services to students which might include assistance in restoring or maintaining a student's functional skills, daily living skills, social skills,	$2,869,345.00	Yes

		and linking up to needed community services and support resources. Group counseling will focus on topics such as social skills, motivational skills, anger management skills, etc. Staff will 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. The students who are experiencing homelessness or in foster care will receive individualized case management and mental health services through two specialized counselors. Based on these actions, 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. LREBG Action Support students with developing social-emotional (SEL) skills to persist in challenging academic and interpersonal contexts. Measure progress on students' own self-perception of the SEL skills. The What Works Clearinghouse (2023) publication "Intervention Brief: Social, Emotional, and Behavioral Interventions" highlights how schools can create a positive learning environment by decreasing disruptive behavior and improving social skills and prosocial behaviors among students. Metrics being used to monitor the action: Metric 2.8 and Metric 2.9 (Panorama Results by Grade Span) LREBG funds supporting this action: $40,000 per year through 2027-2028.		
3	Parent/Family Engagement	GUSD sees parents and guardians as key partners in their children's education, and family engagement is the collaboration with the families that supports student achievement and overall experience at school. GUSD is committed to empowering all families and especially English learner, low income and foster youth families who often face significant personal, financial, and linguistic barriers. Research has shown that "children achieve more academically when their families are positively engaged in the schools they attend" and "engaging low-income and underserved families may reduce barriers to children's learning, especially when schools initiate communication and design strategies to work side-by-side with them to support student learning" (Ambroso, Dunn, and Fox 2021). Meta-analysis on family engagement show a significant impact on student academic progress (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. GUSD will continue to expand its district- and school-based robust family engagement programs to support student achievement through partnership with families of English learners, low income, and foster youth. GUSD's one-of-a-kind Welcome Center continues to be a hub for newly enrolled multilingual families. Overseen by the EAFE department, the Welcome Center is often the first point of contact for the families upon enrollment. While student initial assessments including the ELPAC and primary language assessments are conducted, parents are provided an orientation to the US education system and the GUSD services such as logging on to the Parent Portal, accessing the	$3,602,175.00	Yes

Parent Square communication system in their primar language, navigating the GUSD website for digital resources, and more. Parents also learn about the ELPAC test and the curriculum and instruction that will support their child. During the Parent Orientation, the staff also ensures that if the family shares any personal, health, housing, or financial needs, they are referred to the appropriate department staff and community resources for help. The GUSD Welcome Center staff speak Armenian, Arabic, Korean, Russian, and Spanish, which are some of the 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 assist them. 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 for 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. With the significant increase in newcomer enrollment, GUSD will expand the implementation of an onboarding process, assessing the need for a comprehensive system that will allow families to effectively access all resources. Onboarding processes will also be deepened at the school level to connect with students and build relationships to increase engagement. The implementation of the SWS Department's "Bridge to Belonging" curriculum will be expanded and facilitated by teacher specialists at each site to engage newcomers and their families.

Based on feedback from educational partners, there is a need to more personally connect with families of Black and African American students. Over 40% of this student group qualifies as low income, 5% as English learners and 2% as foster youth. The goal is to equip families with resources and provide outreach/programming that addresses the unique needs of Black and African American students. Strategies include tapping leadership in the community and providing a forum for education, empowerment and support in order to foster engagement, while building trust and connectedness. Other groups that may benefit from personalized outreach include: American Indian/Alaska Native, Filipino, and Native Hawaiian/Pacific Islander.

District-sponsored Family Academies will continue to be held throughout the year to empower the community by providing valuable resources, education, and support to families and students. These academies served to create an opportunity for learning, growth, and collaboration, while also fostering stronger bonds between the community and the district. Recordings of Family Academy sessions will continue to be available on the GUSD YouTube channel as a resource to accommodate parents who aren't able to attend the sessions live.

Learning opportunities will be multiplied through collaboration with community organizations and the use of additional grant funding. Programs such as the virtual Parent Engagement Academy (PEA) and Families Acting Towards Results (FACTOR) will continue to be offered.

GUSD will continue to participate in the State's Community Schools Initiative and expand the types of services on other campuses. Five schools were identified to participate in this state initiative based on their high percentage of students living in poverty, highest percentage of English learners, and the highest number of homeless and domestic violence housing units within their attendance boundaries. School teams and the Community Schools Coordinators participate

		in ongoing training to ensure that the schools are using evidence-based strategies to deliver assets-driven and strength-based practices to support students and their families. The SWS department will continue to foster trust, provide support, and facilitate communication to empower parents. The department employs culturally responsive practices that recognize and respect the diverse backgrounds and experiences of GUSD families by hiring bilingual and bicultural staff members and creating an inclusive and welcoming environment where all parents feel valued and empowered to participate in their children's education. The T&L department will expand its family engagement campaign by developing and providing training, materials, resources, and information for parents and community partners on the adopted curricula from TK-12 to explain and demonstrate alignment with the State content frameworks and standards at every grade and every subject. These resources wil continue to be presented in live sessions and shared digitally. The EAFE in-house translators/interpreters will continue to provide oral and written interpretations in Arabic, Eastern and Western Armenian, Farsi, Korean, Spanish, and Russian for parent conferences at schools, school and district family and community engagement events, board meetings, and other events as requested by schools. Written translations will continue to be provided for all school and district digital and print communications and formal student academic documents, and iPads with the translation feature will continue to be provided to families. Departments will collaborate on designing and facilitating training for teachers, administrators, and staff on evidence-based strategies for building partnerships with families. Based on these actions, we expect to see an increase in the number of English learner, low income, and foster youth families engaged 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.		
4	Behavior Education Support	Schoolwide behavior education approaches have shown to support positive student behaviors and a productive learning environment for all. (Algozzine, Wang, & Violette, 2011) These evidence based practices promote effective social behaviors that help students in the five foundational areas of the CASEL Framework: self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. (https://casel.org/fundamentals-of-sel/) All GUSD schools have completed the formal Positive Behavioral Interventions and Supports (PBIS) training and boast numerous California Department of Education PBIS Awards. Schools will continue to consistently implement policies and procedures that emphasize proactive, instructive, and restorative approaches to student behavior. Schools will apply PBIS-type practices throughout the school in both classroom and non-classroom settings (such as hallways and restrooms). The goal is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all students can achieve academically and socially. Restorative Practices offer evidence-based proactive and responsive approaches to addressing the root cause of undesirable behavior, repairing relationships, and strengthening connections. These practices include community-building circles and mediation support student engagement and sense of belonging, reducing the reliance on exclusionary discipline such as suspension.	$817,475.00	No

Addressing hate-motivated behavior, including hate speech and microaggressions in school is a priority as GUSD works to inspire students, staff and families to be change agents when they encounter prejudice-oriented conduct that insults and harms others. To better understand how this misconduct is affecting students, a data analysis of the documented behavior incidents in 2023-2024 was conducted. There were 114 hate speech incidents, which account for less than 1% of all behavior incidents. However, GUSD's goal is to reduce the number of incidents to zero by raising awareness about how hate-motivated behavior negatively impacts one's sense of belonging and connectedness to peers and to the school community. Continued training, including self-reflection, addressing implicit bias, using advisory classes and other curriculum-based approaches to educate and empower will be critical. Administrators will ensure cases are documented in the student information system and regular analysis of data will be conducted to track trends and progress in this area.

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.

Wellness rooms are established at all secondary schools and are expanding to elementary schools as a safe space for students to de-stress. The three comprehensive high schools staff the room throughout the school day with credentialed counselors. Each school has developed programming to support the unique needs of the students at their school. The wellness room counselors collaborate regularly to share best practices. The high school wellness rooms are highly successful in supporting student needs. Each middle school also has a wellness room that is open during lunch and snack and as needed during the school day. Since their implementation, behavior Incidents that warrant suspension in accordance with CA education code have fallen dramatically.

GUSD will focus on an intentional districtwide plan to reduce the suspension rate for all student groups on every school campus, with a specific emphasis on the following student groups at the secondary level: English Learner, Hispanic, Homeless, Socioeconomicaly Disadvantaged, Students with Disabilities, and White.

Based on the 2023 Dashboard data, the following student groups at the noted schools recorded high percentage of suspensions:
All student group at Daily and Hoover High School.
English Learner student group at Daily and Hoover High School.
Hispanic student group at Toll and Roosevelt Middle Schools, Daily and Hoover High Schools.
Homeless student group across GUSD and at Roosevelt Middle School and Hoover High School.
Socioeconomically Disadvantaged student group at Daily and Hoover High Schools
Students With Disabilities student group at R.D. White Elementary and Hoover High School
White student group at Daily and Hoover High Schools.

The plan will include collaboration with each school’s leadership team to conduct a needs assessment and identify the root causes of behavior for each student group. With support from the central office, schools will design a plan to transform school culture and reduce suspensions. The activities will include:
- Examine schoolwide expectations and update to align to current needs

		- Clearly communicate schoolwide expectations to students, staff, and families - Professional development support for teachers, administrators, and staff on current trends and strategies to support students - Ongoing coaching and support from behavior specialists - Utilizing trained staff members to support implementation - Deepen and expand student engagement in school - Collect and monitor data to identify patterns of behavior and target interventions - Evaluate and update recognition and reward system for positive behavior - Allocate resources for training, materials, and staff to ensure effective implementation - Engage community partners to provide additional resources and tools to students and families for comprehensive support -Conduct ongoing monitoring and evaluation to ensure effectiveness Targeted interventions will be implemented for students with increased behavior challenges, including but not limited to collaboration with the families for behavior management support at home, behavior intervention plans, alternative to suspension (ATS) opportunity, and counseling services. GUSD will also continue to collaborate with community partners to support students. SWS and the Glendale Police Department (GPD) facilitate a student leadership program for secondary students. Collaboration with other organizations such as Pacific Clinics and Didi Hirsch Mental Health Services links families to additional mental health resources and supports as needed. Based on these actions, we expect to reduce the total number of behavior incidents by 5% each year and reduce the suspension rate across all schools by 1% each year.		
5	Social Emotional Support - Special Education	The Special Education Services (SES) department will make certain that the social and emotional needs of students with disabilities are met according to their IEPs. School psychologists and psychological service providers will facilitate targeted, evidence-based support through one-on-one or group counseling sessions to ensure that students with disabilities fully access their educational/academic program. In an effort to remain in compliance with students' IEPs and be legally defensible, the number of psychological service providers will be increased to meet the increased demands.	$1,864,403.00	No
6	Communication and Engagement	GUSD places a great importance on open two-way communication between and employs a number of tools and platforms to reach this purpose. The Q Student Information System allows staff, students, and families easy and quick access to timely student information online and on mobile devices. Parent Square is a powerful communication system that includes tools for mass notification, classroom communication, school messaging, and school and district websites all in one place. The tool also offers translation capabilities which gives multilingual families quick access to two way communication with the child's school and teachers. Engaging employees, students, parents/guardians, and education partners through surveys and feedback opportunities provides important information and data that informs planning, decision-making, and evaluation of programs and services. GUSD utilizes the ThoughtExchange system as well as other surveys to gather input and feedback. The Panorama Education survey instrument is utilized to capture student voice on school climate, teaching and learning, relationships, and belonging. The results guide improvements to existing programs.	$515,943.00	No

		GUSD will continue to use these tools and will consider others as needed to improve communication and engagement districtwide.		
7	Guidance and Counseling	Effective guidance counseling supports the academic, social, and emotional development of middle and high school students. 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. They assist students with course selection, personal and academic concerns, college applications, and much more. They facilitate the comprehensive school counseling program in collaboration with students, parents, teachers, school/district staff, and community. They create a safe, challenging, and supportive environment that encourages students to take risks in the learning process. Counselors meet with every student and develop their individual academic and college and career plan. They guide students in exploring college and career options, sharing the pathways available and the steps needed to achieve their goals. They also provide ongoing support and follow up as per the GUSD School Counseling Curriculum for grades 6-12 and involve strong collaboration with the families. As vital members of the educational team, school counselors strive to support all students in finding their purpose and effectively managing future challenges. They assist students with succeeding in school and progressing confidently into a diverse society and in their chosen endeavors. 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. 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 campus tours, guest speakers, dual enrollment classes, and programs that partner with local colleges.	$6,119,537.00	No

Goal

Goal #	Description	Type of Goal
3	Ensure the Health and Safety of Students and Employees: All students will have access to fully credentialed teachers, standards-aligned instructional materials, and well-maintained school facilities.	Broad Goal

State priorities addressed by this goal.

1

An explanation of why the LEA has developed this goal.

To ensure success, it is necessary for GUSD students to have highly effective teachers, instructional materials that are aligned to the California Content Standards, and school facilities that are well-maintained.

To achieve these aims, GUSD will need to…
- Strive to meet its goal of having 100% of teachers fully credentialed and appropriately assigned, including administrators and support staff.
- Continue to provide high-quality instructional materials and remain Williams compliant.
- Maintain the 1:1 student device ratio and support technology integration.
- Continue to maintain clean and safe school facilities through the efforts of Facilities Planning and Maintenance support staff and contracted security services.
- 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:
- Strengthen mental health support and programs.
- Ensure best practices for safe and healthy learning environments.
- Support physical, social, and emotional wellbeing.

We are continuing with this goal based on a thorough reflection on the progress made from Spring 2024 to Spring 2025. Given that this goal and the subsequent actions address organizational and systemwide functions, including facilities, staffing and instructional materials, it is critical to the infrastructure and operational goals of the District. There are currently no gaps that need to be addressed in the metrics that measure the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Fully credentialed and appropriately assigned teachers (Source: https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=1964568&year=2022-23)	87.5% (1,113.0 FTE) (2022-2023)	92.9% (1115.2 FTE) (2023-2024 - calculated internally, awaiting release of CDE TAMO report)		100% (2026-2027)	+5.4%
2	Access to standards-aligned instructional materials (Source: "Determination of Sufficient Textbooks and Instructional Materials" Resolution on 10/10/2023 Board Agenda)	100% (2023-2024)	100% (2024-2025)		100% (2026-2027)	0%
3	Percentage of schools in "good repair" as measured by the Facility Inspection Tool (FIT)	97.75% - 21/36 sites (June 2024)	98.00% (January 2025)		100% (June 2027)	+0.25%
4	Student to Device Ratio (Source: ETIS Inventory in Q SIS)	1:1 ratio (2023-2024)	1:1 ratio (2024-2025)		1:1 ratio (2026-2027)	0%

Goal Analysis for 2024-2025

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

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

[SCHOOL STAFF AND RESOURCES]
Bringing in qualified and credentialed teachers (Action 3.1) provides stronger academic offerings for our students. It leads to better student outcomes, improved teaching practices and a more skilled workforce. The Commission on Teacher Credentialing (CTC) sets high standards for teacher preparation and licensing and we are continuously working to meet their requirements which are always being updated and upgraded. We regularly collaborate with our monitoring authority, Los Angeles County Office of Education, to provide classrooms with qualified teachers while following the Education Code and other laws. It is also imperative that in addition to matching the appropriate credential to the assignment, we perform due diligence that the credential holder has not been subject to disciplinary action by the CTC. There have been no Williams Complaints for instructional materials in the 2025-2026 school year (Action 3.2). ETIS continues to make available Chromebooks for every student in the District, maintaining a 1:1 ratio, so students can have uninterrupted access to their digital instructional resources.

[SAFE AND SECURE FACILITIES]
The Glendale Unified School District's Facilities Planning and Maintenance Department has continued to demonstrate strong fiscal stewardship and strategic capital planning (Action 3.3). Through Measure S bond funds and additional resources totaling over $458 million, the District has completed several major construction projects that enhance learning environments and ensure safe, modern facilities for students. Key accomplishments include the completion of new classroom buildings at Glenoaks Elementary ($12.8 million) and Monte Vista Elementary ($12.7 million), as well as the new 8,000 sq. ft. Career Technical Education (CTE) building at Clark Magnet High School ($6.5 million, including $3 million in state matching funds), which now houses the school's robotics and engineering programs. Accessibility was improved at Verdugo Woodlands Elementary with the completion of a $3.25 million ADA-compliant pedestrian bridge. The department has also overseen an annual $1.5 million investment in deferred maintenance across the district, addressing roofing, paving, plumbing, HVAC, lighting, and playground safety upgrades at dozens of school sites. Pool expansion and renovation projects at Hoover High School and Crescenta Valley High School are also progressing. Independent audits conducted annually confirm that all bond expenditures comply with Proposition 39 requirements and were used exclusively for voter-approved projects. Security guards continue to provide safety and security to each secondary school site and the District office (Action 3.4). There have been security upgrades at the District Office that mirror the exact same security standards at the school sites. There is a dedicated entrance, limited ingress and egress and staff to monitor the sites. Two School Resource Officers from Glendale Police Department and the School Resource Deputy from the LA County Sheriff's Department provide support to school teams and help establish positive relationships with students and the community.

[HEALTH SERVICES]
During the 2024-25 school year, the District successfully implemented comprehensive steps (Action 3.5) to strengthen health services and student wellness across all school sites. A key area of progress was the investment in equipment and staffing to improve health screening, training, and care access for students and staff. New audiometers were purchased and distributed to school nurses at every site. This ensured standardized tools were available districtwide and improved the efficiency of screenings with. In addition, updated CPR mannequins were provided to support training sessions led by district nurses. These trainings, targeted at athletic coaches and CDCC program staff, have helped ensure critical emergency response skills are widely disseminated across school personnel.

The district also deepened its partnership with Comprehensive Community Health Centers to provide ongoing support through mobile health clinics. These clinics offered physical exams, vaccinations, and healthcare navigation services to families, with a special focus on students who are underinsured or uninsured. This outreach reduced barriers to essential healthcare for vulnerable student populations.

Health clerk trainings were conducted led by District staff, which allowed for ongoing capacity building and professional development among our own teams. A major

implementation success was the hiring and onboarding of at least six Licensed Vocational Nurses (LVNs), reducing the District's dependence on agency nurses. By transitioning to District-employed staff, we were able to improve continuity of care and better integrate nursing services into school site routines.

There were no major substantive differences between planned and actual implementation in this area. If anything, the transition to district-employed LVNs marked a significant improvement beyond initial expectations, leading to stronger site-based support for students with medical needs. Overall, this suite of actions contributed to more robust and responsive health services, increased access to care, and enhanced safety preparedness across the District. The collaboration between Health Services staff, school administrators, and external partners was a key factor in the successful implementation of this goal.

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

The Estimated Actual Expenditures exceeded the Budgeted Expenditures in Goal 3 due to an increase in salary and benefits as a result of negotiated wage increases that impacted all labor partners.

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

[SCHOOL STAFF AND RESOURCES]
Action 3.1 was effective because there was an increase in the percentage of credentialed and appropriately assigned teachers (+ 5.4%). Action 3.2 was effective because there were no Williams Complaints this year for instructional materials and 100% of students had access to Chromebooks and all of the instructional apps that accompany their hardcopy textbooks.

[SAFE AND SECURE FACILITIES]
Action 3.3 was effective because the facilities are well maintained and new construction continues to come online to enhance the educational experience for students. The FIT Tool results increased (+0.25%) from the prior year. Action 3.4 was effective because all schools were staffed with security from our outside vendor.

[HEALTH SERVICES]
Action 3.5 was effective because all schools were staffed with credentialed school nurses or licensed vocational nurses. There was a decrease in the number of agency nurses so that staff is employed by GUSD. This allows for greater buy-in and more centralized, standardized services across the sites.

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

No changes were made to the goal, metrics, outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Staff	GUSD will provide teachers who are fully credentialed and appropriately assigned. GUSD will also	$153,582,926.00	No

		provide qualified administrators and support staff.		
2	Instructional Materials	GUSD will provide instructional materials to remain Williams compliant. In its efforts to close the digital divide, GUSD will continue to meet the 1:1 student to device (computers/Chromebooks) ratio that ensures access to instructional technology and digital components of online curriculum that are part of the adopted instructional materials.	$11,363,769.00	No
3	Facilities and Maintenance Services	GUSD Facilities Planning and Maintenance department ensures a clean and safe physical environment for all students and staff. The team provides comprehensive ongoing maintenance, repair, and support, including painting, plumbing, electrical, carpentry, glass repair and replacement, roofing, landscaping, and general upkeep for all district buildings and facilities.	$28,514,973.00	No
4	Physical Safety and Security	nsuring the safety and security of students is vital to fostering a secure, supportive, and effective learning environment. Balancing campus safety and a welcoming environment are at the forefront of all decision-making regarding safety measures. GUSD ensures that campuses have fewer access points and restricted visitor access is established using the RAPTOR visitor management system. GUSD provides security guards at all middle and high schools daily. Middle schools are provided with 2 or 3 guards, depending on enrollment. The three comprehensive high schools are staffed with 4 guards, Clark Magnet School has 2 and Daily Continuation School has 1 guard. Security guards assist schools by patrolling the campus, supervising egress and ingress points, supervising start of school and dismissal, and supervising events on campus. They are stationed based on the needs of the school. Guards patrol the campus continuously and help support the school administration during snack, lunch, passing periods, and before and after school. They assist students with getting to class on time, guiding them to the office when needed, ensuring safety in the restrooms and other parts of the campus. GUSD partners with local law enforcement to provide additional safety measures. A full time School Resource Deputy (SRD) from Los Angeles Sheriff's Department serves at Crescenta Valley High School. School Resource Officers (SRO) from Glendale Police Department serve at Hoover and Glendale High Schools. The SROs and the SRD also serve all other GUSD schools in the cluster. They participate in student supervision before, during and after school. They are also part of the threat assessment teams and help with high school sporting events.	$1,384,889.00	No
5	Health Services	Effective health services are essential for promoting the well-being, safety, and academic success of students. GUSD schools are served by licensed vocational nurses (LVN) and credentialed school nurses to provide medical support to all students. The District nurse, Student Support Services, and Educational Services ensure that nurses are provided the training and support necessary to serve all students and families. They implement individual health care plans and emergency care plans for students with medical conditions and needs. School nurses provide mandated screenings. The Health Services Department, in collaboration with the Community Schools Program, will partner with Kids Dental to provide dental screenings for students identified as needing more health care support. School nurses work as liaisons to provide GUSD students with the support they need in regards to health care and health education. School nurses and health services work with local clinics to provide GUSD students with resources for vaccinations and other health care needs. GUSD partners with Comprehensive Community Health Centers to provide mobile health clinics at GUSD schools to address the community's other health concerns.	$1,609,998.00	No

Goal

Goal #	Description	Type of Goal
4	Elevate the Level of English-Language Arts/Literacy Instruction at Daily High School and Jewel City Community Day School: All students will have access to targeted, high-quality instruction and support to address academic, social-emotional, and behavioral needs—ensuring readiness for graduation, college, career, and life.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

4, 5, 1

An explanation of why the LEA has developed this goal.

EQUITY MULTIPLIER FOCUS GOAL

This goal focuses on elevating student outcomes in English-Language Arts and Literacy at Daily High School and Jewel City Community Day School--schools that generate Equity Multiplier funding due to prior year nonstability rates greater than 25 percent and with socioeconomically disadvantaged pupil rates greater than 70 percent in the prior year. By addressing persistent performance disparities, particularly among English Learners, Hispanic students, White students, and the All Student group. It aims to accelerate progress on the English Learner Progress Indicator, Graduation Rate, and College/Career Indicator. Given that Jewel City's student population is small, there are not result color or performance levels assigned to the CA School Dashboard. However, at this school there is a need to mitigate these students' academic, behavioral, and social-emotional barriers that hinder learning. The goal also addresses underlying staffing challenges, including the absence of a fully credentialed English teacher. By investing in teacher development and retention, this allows students to receive high-quality, standards-aligned instruction.

As part of the design of the GUSD alternative programs, Daily and Jewel City already share a number of resources including administrators, a teacher specialist and support staff. The staff has collectively come together to conduct a needs assessment and they have identified ELA/Literacy achievement as a priority given that many students come in to the alternative programs credit deficient in this content area. Interviews with students and parents have confirmed the need for high quality instruction in ELA/Literacy.

This LCAP section reflects Goals 1 and 2 of GUSD's Board Priorities, which aim to:
- Close the digital and equity gap.
- Offer robust academic programs.
- Accelerate learning and improve attendance and engagement.
- Ensure equitable teaching and learning opportunities led by excellence.
- Support culturally relevant curriculum that emphasizes inclusion.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	Graduation Rate at Daily High School as Measured on the CA School Dashboard (Source: https://www.caschooldashboard.org/reports/19645681933472/2024/academic-engagement#graduation-rate)	ALL - 69.1% EL - 51.4% Hispanic - 67.3% (2023-2024)			ALL - 85% EL - 75% Hispanic - 85%	
2	Percentage of English Learners at Daily High School making progress toward English Language Proficiency as measured by the ELPI on the CA School Dashboard. (Source: https://www.caschooldashboard.org/reports/19645681933472/2024/academic-performance#english-learner-progress)	34% (2023-2024)			50%	

3	Percentage of students at Daily High School "Prepared" on the College/Career Indicator on the CA School Dashboard (includes AP, A-G, CTE, etc.) (Source: https://www.caschooldashboard.org/reports/19645681933472/2024/academic-performance#college-career)	ALL - 5.3% White - 3.0% (2023-2024)			ALL - 20% White - 15%	
4	Percentage of students at Daily High School and Jewel City Community Day School that meet or exceed standards in English Language Arts (CAASPP) (Source: https://caaspp-elpac.ets.org)	Daily ALL - 12.77% Jewel City ALL - 14.29% (2023-2024)			Daily ALL - 50% Jewel City ALL - 50%	

5	Percentage of Daily and Jewel City students enrolled in a credit-bearing English course, including credit recovery, and earning a passing grade (A-D). (Source: Local SIS - Class Marks Listing Report)	Daily (Trimester 3) - 59/78 (76%) Jewel City (Semester 2) - 7/10 (70%) Spring 2025			Daily (Trimester 3) - 100% Jewel City (Semester 2) - 100% Spring 2028	

Goal Analysis for 2024-2025

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed English-Language Arts/Literacy Instructor	Daily High School and Jewel City Community Day school, which currently share teaching, administrative and support staff, will hire a highly qualified, credentialed English teacher to provide direct instruction and support for all students. Students transfer into these alternative programs from other GUSD secondary schools and are credit deficient in English more than any other subject. While the current programs have been effective in supporting students, not all teachers in the Daily and Jewel City programs have the content knowledge and background to provide the reading, writing, listening and speaking skills students need to master ELA standards. Having a dedicated English teacher will assist students in completing credit recovery and being prepared for success on the CAASPP, ELPAC and other assessments required for success beyond high school. The Institute of Education Sciences published a guide ("Improving Adolescent Literacy: Effective Classroom and Intervention Practices", 2008) highlighting the need for adequately prepared teachers in the areas of reading and literacy. In addition, this study underscores the need for strong, focused instruction to accelerate reading growth otherwise "students will continue to struggle to make sense of the materials assigned to them in their coursework, and they are at serious risk of being unable to use literacy skills successfully in their postsecondary lives."	$0.00	No
2	Additional Instructional	Instructional materials that are at the right reading level and spark interest in teenagers are critical	$0.00	No

	Materials for Literacy Skill Development	for building persistence and cognitive engagement. Additional content to meet the unique needs and interest of Daily and Jewel City students will be purchased to build a repository of materials that can be accessed in the classroom during direct instruction, individual reading and intervention activities. The Realizing Instructional Supports for English Language Learners (RISE) study (2021) highlighted improved educational outcomes of English learners (ELs) in similar intervention high schools when proper instructional materials are used, including improvement in high school graduation rates, credit accumulation, attendance and results on English proficiency test for ELs. This goal is particularly important for Daily and Jewel City whose EL, Hispanic and White populations have lower outcomes than their peers on the CA School Dashboard.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$50,650,946.00	$3,568,526.00

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
18.19%	1.91%	$5,198,328.50	20.10%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2 - Literacy by 3rd Grade	In 2022-2023, the ELA performance of English Learners on the CA Dashboard is two levels below the performance of “All Students” (23.2 points below standard). At the elementary level, only 19.64% of English Learners have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP results. In 2023-2024, this metric remained two levels below the "All" group (38.2 points below standard) and the percentage of elementary students meeting or exceeding standards dropped to 16.31%. For Foster Youth in 2022-2023, the data is three levels below “All Students” (46.1 points below standard) districtwide. At the elementary level, only 43.48% of Foster Youth have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP results. In 2023-2024, the FY group remained three levels below the "All" group (90.3 points below). In 2022-2023, socioeconomically Disadvantaged (low income) students are performing 4.4 points below standard based on the CA Dashboard. Only 50.56% of SED have achieved “Standard Met” or “Standard Exceeded” based on the 2022-23 ELA CAASPP results. In 2023-2024, the SED group remained two levels below the "All" group (11.1 points below) with 48.90% of SED students meeting or exceeding standards on ELA. The data indicate a decreased in achievement levels and a continued need to address the ELA/Literacy skills of EL, FY and SED students. Educational partner feedback from EL, low income and foster youth families indicated that there needs to be greater urgency in narrowing the achievement gap in ELA. The need exists for increased literacy skills to support learning and comprehension across all content areas.	GUSD will expand professional development on skills and strategies for effective instruction to increase TK-3 literacy skills, including collaboration on lesson design and curriculum analysis, model lessons on explicit literacy instruction, and follow-up coaching. To increase the opportunity for individualized and targeted instruction for specifically English learners, low-income, and foster youth at the elementary level, GUSD will continue to decrease the adult/student ratio in every classroom and reduce the number of combination (split) classrooms. GUSD will expand extended-day Kindergarten across all elementary schools to increase instructional time in this formative grade level, especially for English Learners, low-income, and foster youth. These actions are provided on a districtwide basis because all students in TK-3 will benefit from the strategies included in this comprehensive plan for literacy which aligns effective instructional practices in an environment that supports the needs of all learners. Research demonstrates that teaching foundational literacy skills through systematic instruction is most effective. Hattie's research on group instruction (effect size 0.4) supports the goal of decreasing adult/student ratios. Additionally, adding time to the school day has a meaningful, positive impact on proficiency and the child's entire educational experience (Fabram 2015).	We will monitor ELA CAASPP performance for English learners, foster youth, and low-income students as well as all students. (Metric 1.1 - CAASPP ELA)

1.4 - College and Career Ready by 12th Grade	As of 2022-2023, 25.9% of English Learners, 50% of low income, and none of the foster youth met the UC/CSU A-G requirements compared to the "All" group, whose A-G completion rate was 55.9%. In 2023-2024, the percentage of ELs meeting the A-G requirements fell to 21.1%. For SED students, the percentage remained stable at 50.9% and the same was true for FY. Overall, however, the "All" group did increase its percentage to 59.4%. The average first semester cumulative weighted GPA for secondary students in 2023-2024 was 2.36 for ELs, 2.95 for low-income, and 2.06 for foster youth. The "All" group comparison GPA for the same period was 3.14. In 2024-2025, the average GPA for all students rose to 3.16 and ELs, SED and FY increased by 0.02 GPA points each. In 2022-2023, 66.38% of the low income students taking an AP course sat for an AP exam. In 2023-2024, this percentage for SED students was stable ~67%. The current data indicate some improvement for overall A-G completion, but there has been a decline for ELs, while SED and FY remained stable. At the same time, GPAs of increased slightly across all student groups, and more students continue to take AP exams. It is important to continue positive momentum and ensure ALL students have access to robust academic opportunities. Educational partner feedback indicates a need to increase access to high level courses and increase opportunities for students beyond high school in order to close the achievement gap.	The College and Career Division will supports students through the District Counselor, Career and Technical Education Programs, Early College Programs, Dual Enrollment/Articulation Opportunities, and Internship/Apprenticeship Opportunities. These actions will help increase the number of students, particularly unduplicated students, who graduate with A-G eligibility requirements. Classified support will continue to be provided to ensure that English learners, low-income, and foster youth are supported academically. Education assistants help students access the curriculum with small group instruction, differentiated instruction, and primary language support. Students will also have access to an expanded list of Advance Placement (AP) courses delivered by highly trained teachers. GUSD will continue to subsidize the cost of AP exams for students who are considered low-income, allowing them equitable access to all opportunities for college, career, and life. These actions are provided on a districtwide basis because all students benefit from the support and opportunities offered for college and career readiness. Research from College Board indicates that students benefit from taking AP courses and exams, regardless of their exam score. Past practice with the implementation of internships and apprenticeships has been met with positive feedback from students and their mentors, suggesting successful outcomes and persistence of youth in challenging, academic- and career-focuses endeavors.	We will monitor the pass rate on Advanced Placement exams for English learners, foster youth and low-income students as well as all students. (Metric 1.7 - AP Pass Rate) Also, we will review A-G completion rates by all students, including ELs, foster youth and low-income students. (Metric 1.8 - A-G Completion)
1.7 - Tiered Intervention Support	In 2022-2023, the ELA performance of English Learners on the CA Dashboard is two levels below the performance of “All Students” (23.2 points below standard). 15.29% of ELs have achieved “Standard Met” or “Standard Exceeded” on the CAASPP ELA and only 20.23% on the Math CAASPP results districtwide. Only 2.29% of ELs achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST. In 2023-2024, the percentage	Tiered intervention supports will be designed and implemented to address the specific needs of students who demonstrate gaps in academic achievement, specifically focusing on the needs of English Learners, low-income, and foster youth. 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.	We will measure effectiveness by reviewing performance of English learners, foster youth and low income students on the CAASPP ELA and Math summative assessments, the CAST, and graduation rates. (Metric 1.1 - ELA CAASPP, Metric 1.2 - Math CAASPP, Metric 1.3 - CAST, Metric 1.6 - Graduation Rate)

of ELs meeting/exceeding standards on ELA dropped to 13.5%; on Math, ELs dropped to 18.81%; but in Science, ELs scored higher at 2.36%. Based on the 2022-2023 data, Foster Youth were three levels below “All Students” (46.1 points below standard). 26.67% of Foster Youth have achieved “Standard Met” or “Standard Exceeded” ELA CAASPP and 20.00% on the Math CAASPP results districtwide. 16.67% of Foster Youth achieved “Standard Met” or “Standard Exceeded” on the CAST. In 2023-2024, FY achievement grew to 30.77% in ELA and 23.07% in Math Data was suppressed on CAST. In 2022-2023, low income students were performing 4.4 points below standard based on the CA Dashboard. 49.97% of SED students have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP and 40.69% on the Math CAASPP results districtwide. 29.53% of SED achieved “Standard Met” or “Standard Exceeded” on CAST. In 2023-2024, SED students declined slightly to 47.67% on ELA, remained stable on Math at 40.23% and fell to 28.67%. In 2022-2023, the graduation rate for ELs was at 83.3%, 75% for foster youth and 90.5% for SED. The overall graduation rate was 93.0%, representing a gap between each of these groups. In 2023-2024, the graduation rate rose to 84.8% for ELs and 92.9% for SED students. FY data were suppressed, but overall, the graduation rate rose for ALL students to 94.2%. While EL and SED students' achievement fell across all tests, there was some improvement for FY students. Graduation rates did improve overtime. This mixed performance indicates a need to continue focus on interventions to reduce gaps within and among student groups. Educational partner feedback and outcome data demonstrate a need for ELs, foster youth and low income students to achieve mastery of standards and be ready to graduate high school in four years.	Instructional assistants will work closely with students in small groups on an ongoing basis, working on targeted skills, thereby decreasing the adult/student ratio. Professional development will be provided to certificated and classified staff on the effective implementation of evidence-based tiered intervention strategies. These actions are provided on a districtwide basis because all students benefit from the tiered interventions to ensure that gaps are identified and addressed in a timely fashion. Research by Hattie and effect sizes indicate that small group instruction (0.4 effect size), improved student/teacher relationships (0.72 effect size), and repeated and deliberate practice (0.79 effect size) all have positive impacts on student outcomes.	

1.10 - Emerging English Learner (Newcomer) Support	In 2023-24, 1828 students were administered the Initial ELPAC. Of the 1585 who were identified as ELs, 1326 or 72.54% scored at the Novice level of English language proficiency. In 2024-25, there were results for 1,374 students that took the Initial ELPAC, leading to 995 students scoring at the novice level--72%, which is almost equal to the prior year. Enrollment of newcomers is ongoing throughout the year. On the 2023 Summative ELPAC, 22.71% of Elementary English Learners in GUSD scored at Level 1 and 23.67% at Level 2. Approximately half of elementary English Learners are emerging ELs. Results for the 2024 Summative ELPAC: 24.27% of Elementary ELs scored at Level 1 and 26.63% scored at Level 2. The data indicate fairly consistent results on the Initial and Summative ELPAC assessments. This information leads the GUSD team to continue its focus on ELs, particularly newcomers so that they get the support they need to acquire English and make progress on the ELPAC. Many of the newcomers include refugees from Russia, Ukraine, and Armenia who have fled war and displacement. Based on feedback/requests from EL parents, there is a need for support and services, including: housing, transportation, understanding the education system, and mental health and academic support.	GUSD will use an asset-based, comprehensive approach to serving newcomer ELs to addresses their diverse linguistic, academic, psychological, and physiological needs. Parent orientation will be conducted at the Welcome Center while students are testing, where trained staff will introduce families to the district and the programs and services available to them. All documents will be provided in multiple languages, and translators will be available for lesser spoken languages. Schools also are equipped with iPads for in-the-moment translation. Training and resources, such as the “Bridge to Belonging” curriculum developed by the Student Wellness Services Department, are also provided to schools and site-based teacher specialists to support newcomers and families at the school. These actions are provided on a Districtwide basis because the continuing increase in the number of newcomers is impacting all schools and all grade levels. These evidence-based strategies will support all students and their teachers in maximizing learning and helping to build strong relationships throughout the District. Our ongoing practice of serving all families with multilingual and multicultural staff at every school and the central office has been well received especially by newcomers who are seeking support and connections. Our internal research on the use of ParentSquare, indicates that 99% of families are "contactable", which means they also can use the in-app features for multilingual messaging and two-way communication between home and the district/schools.	We will monitor performance levels of newcomers as well as all English Learners taking the ELPAC. (Metric 1.4 - ELPI)

1.11 - Long-Term English Learner (LTEL) Support	In 2023-2024, 13.3% of English Learners in GUSD were LTELs. While the percentage has dropped, this continues to be an area of concern, especially for LTELs at the secondary level who are at risk of not meeting graduation requirements. Based on the 2024 Dashboard, approximately 11% of ELs (624/5499) were LTELs. This was the first year LTELs were identified as a student group on the Dashboard, and their acdademic performance was as follows: - ELA: 3 levels below the "All" group (90.3 points below standard) - Math: 3 levels below the "All" group (106.5 points below standard) - English Learner Progress Indicator: 47.6% making progress, which declined slightly by 1.1% and below the overall EL student group (57.4%) - College/Career Indicator: 2 levels below the "All" student group with 18.3% "prepared" compared to the overall group, which is at 59.5%. Having the data more transparent for LTELs has underscored the importance of supporting this student group, which tends to have larger gaps compared to the "All" student group and confirms the District's commitment to devoting resources to this group to narrow that gap and support higher achievement for LTEL students. Educational partners have indicated that LTELs need additional linguistic support and EL parents also requested strategies they can use to assist their students at home to ensure mastery of standards and on-time graduation.	Monitoring and supporting LTELs through appropriate instruction and intervention is a key District initiative. Staff will monitor ELs to identify and support students who are at-risk of becoming LTELs. EAFE team will work with Assessment and Accountability to identify LTELs and monitor their progress on the ELPAC, CAASPP, and the local assessments. The data will be reviewed with school administrators and teacher specialists, and schools to address LTELs' progress towards reclassification. The T&L team will provide professional development focused on increasing the rate of language acquisition and strengthening content literacy. School counselors will receive training on supporting LTELs toward successful course completion. Expanded learning opportunities such as tutoring, mentoring, enrichment opportunities, resources, and summer school will also be implemented to advance LTELs toward reclassification. These actions are provided on a Districtwide basis to prevent all ELs, especially the increasing number of emerging ELs, from becoming LTELs. These evidence-based strategies will support all students and their teachers in maximizing learning. Our own internal review of past practice (professional development, consistent review of data by multiple departments and research) indicate that our efforts have helped reduce the number of LTELs, and we want to continue this momentum. Review of Language Appraisal Team documents support the need for individual plans to support LTELs.	We will monitor the reclassification rate for LTELs and ELs overall. (Metric 1.5 - Reclassification Rate)

1.12 - Dual Language Instruction	By April 2024, 1828 students were administered the Initial ELPAC throughout the school year. Of the 1585 who were identified as ELs, 1326 or 72.54% scored at the Novice level of English language proficiency. Enrollment of newcomers is ongoing throughout the year. Results for the 2025 reporting time period indicate that 1374 students took the Initial ELPAC, resulting in 1198 being identified as ELs--995 (or 72.4%) were at the Novice Level. The data from 2024 to 2025 did not fluctuate much and these results indicate a consistency in the performance of ELs over time. Despite this, the reclassification rate jumped from 13% in 2024 to ~18% in 2025--a promising trend that suggests this action is continuing to support students. In reviewing the educational partner feedback, we have learned that parents/guardians of newcomer ELs are advocates for strengthening their students' primary language in DLI programs. In addition, educators have asserted that these ELs need specialized support and intervention in the DLI setting in order to succeed academically.	GUSD will support ELs through an asset-based instructional approach of increasing their primary language literacy in the dual language immersion programs. The DLI program director and teacher specialists will monitor the progress of English Learners enrolled in DLI programs. Professional development will be provided to DLI teachers to equip them with the evidence-based instructional strategies for language acquisition and content mastery. Follow-up collaboration time and coaching will ensure effective implementation of high-impact strategies and use of authentic resources in the target language. These actions are provided on a districtwide basis because all students will benefit from the evidence-based and language rich instructional strategies to maximize learning. Research by Thomas and Collier (2017) indicates that ELs 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. In addition, our own internal analysis has found that students in the DLI programs across the district outperform their peers on CAASPP ELA and Math assessments.	We will monitor our English Learners' and all other students' performance on the ELA CAASPP. (Metric 1.1 - ELA CAASPP) We will measure effectiveness through review of of EL reclassification data. (Metric 1.5 - Reclassification Rate)

1.14 - Extracurricular Opportunities - Elementary	Based on the 2022-23 data, only 50.56% of SED have achieved “Standard Met” or “Standard Exceeded” ELA and only 46.34% on the Math CAASPP results. Only 31.18% of SED achieved “Standard Met” or “Standard Exceeded” on the CAST. In 2023-24, SED achievement was as follows: 48.90% on ELA, 45.72% on Math and 33.11% on CAST. The data indicate some dips in achievement for SED students in ELA and Math, but a moderate increase in Science. The need for extracurricular opportunities continues to be present as deeper exposure to content and confidence-building and supportive environments may positively impact student academic performance overall. Through educational partner forums, school staff and parents/guardians have made it clear that learning needs to happen in real life contexts and augment what is being taught in the classrooms. As a result, a need exists to provide extracurricular opportunities for students that otherwise might not have access to learning experiences beyond the academic school day.	GUSD will offer extracurricular learning opportunities such as instrumental music, chorus, sports, and technology at all elementary schools to increase access to well-rounded experiences for low-income students. Academic coaches at schools will provide before and after-school extracurricular learning experiences. GUSD will collaborate with community partners to support this goal. These actions are provided on a districtwide basis because all elementary students will benefit from these opportunities offered in a safe learning environment at their own school. Research from the Search Institute on the 40 Developmental Assets indicates that students benefit greatly from involvement in school activities and connections to caring adults and peers. Northwestern University's Dr. Nina Kraus has conducted research that demonstrates that music instruction impacts students' communication skills, attention and memory.	We will monitor the results of low income students as well as all students on the English Language Arts and Math portions of the CAASPP. (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP)
1.15 - School-based Intervention Support	On the 2023 Dashboard, the ELA performance of English Learners was two levels below the performance of “All Students” (23.2 points below standard). Based on the 2022-2023 results, 15.29% of ELs achieved “Standard Met” or “Standard Exceeded” ELA CAASPP and 20.23% on the Math CAASPP results districtwide. 2.29% of ELs achieved “Standard Met” or “Standard Exceeded” on the CAST. The graduation rate for ELs was at 83.3% in 2022-23. In 2023-24, EL results dropped in both ELA and Math to 13.50% and 18.81%, respectively. CAST results bumped slightly to 2.36%. The 2024 graduation rate rose to 84.8% for ELs. In 2022-23, the data was three levels below “All Students” for Foster Youth (46.1 points below standard). 26.67% of Foster Youth achieved “Standard Met” or “Standard Exceeded” on the ELA CAASPP and 20.00% on the Math CAASPP results districtwide. 16.67% of Foster Youth achieved “Standard Met” or “Standard Exceeded” on CAST. The graduation rate for Foster Youth was at 75% in 2022-23. While the	All elementary, middle, and high schools will provide targeted interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Teaching and Learning staff will provide professional development to schools to build capacity for teachers and staff in meeting student needs. Teachers will be provided with collaboration time to plan instruction, interventions, and assessments and to analyze student results to determine next steps. After-school tutoring programs, mentorship support, and programs to develop students’ leadership skills, and community and family engagement will also be provided at each school. These actions are provided on a districtwide basis because all students will benefit from intentionally designed instructional planning and interventions. Research from ED's What Works Clearinghouse provides ample evidence that recommends providing children with many opportunities to hear and use new vocabulary over time,	We will monitor performance of English Learners, low income, and foster youth as well as all students on the ELA and math CAASPP summative assessments. (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP). We will measure progress of ELs on the ELPI using metrics on the CA School Dashboard. (Metric 1.4 - ELPI) We will gauge progress of ELs, foster youth and low income students through A-G completion rates. (Metric 1.8 - A-G Completion)

	graduation rate for FY was suppressed in 2023-24, there is evidence of increased performance on state assessments: ELA rose to 30.77%, Math increased to 23.07 and CAST rose to 33.00%. In 2022-23, low-income students were performing 4.4 points below standard based on the CA Dashboard. 49.97% of SED achieved “Standard Met” or “Standard Exceeded” based on the 2022-23 ELA and only 40.69% on the Math CAASPP results districtwide. 29.53% of SED achieved “Standard Met” or “Standard Exceeded” on the 2022-23 CAST. The graduation rate for SED was at 90.5% in 2022-23. In 2023-24, the SED graduation rate rose to 92.9%, but there was mixed performance on the State assessments for SED students: A drop to 47.67% in ELA; Math remained steady at 40.23% and CAST slightly dipped to 28.67%. The change from 2022-23 to 2023-2024 indicated improvement in graduation rates for both EL and SED groups. CAASPP/CAST results were mixed for EL and SED groups as well, but FY did increase in all tested areas. The data indicated improved outcomes by the time students achieve graduation, but along the way, the data indicate the academic journey for EL, FY and SED students needs to be more consistent and the academic gap can be improved through intervention and support. Educational partners, including school staff and community members, have indicated an increasing awareness as a result of our LCAP outreach efforts that the achievement gap between the "all" group and these unduplicated students needs to be narrowed in order to increase mastery of standards.	such as through shared book reading, activities and games, and engagement in conversations. In addition, the Institute of Education Sciences research recommends providing intentional instruction, which can build children’s understanding of mathematical ideas and skills.	
1.16 - Elementary Library & Media Education Services and Technology Support	Based on the 2023 Dashboard, the performance of English Learners on the CA Dashboard was two levels below the performance of “All Students” (23.2 points below standard). At the elementary level, 19.64% of English Learners achieved “Standard Met” or “Standard Exceeded”. In 2024, the performance level remained two levels below and 16.31% of elementary ELs met/exceeded standards	GUSD will continue to provide trained library and media aides at each elementary school to ensure 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 at school. Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of curricular and supplemental	Progress of English learners, foster youth and low income students as well as all students will be measured using the CAASPP ELA and Math performance (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP) We will monitor EL performance and language proficiency on the Summative ELPAC. (Metric 1.4 - ELPI)

	(dropping slightly to 38.2 points below standard). The data is three levels below “All Students” for Foster Youth (46.1 points below standard) districtwide. At the elementary level, 43.48% of Foster Youth have achieved “Standard Met” or “Standard Exceeded” based on the 2022-23 ELA CAASPP results. In 2024, the FY group remained three levels below, dropping to 90.3 points below standard. Low income students are performing 4.4 points below standard based on the CA Dashboard. 50.56% of SED have achieved “Standard Met” or “Standard Exceeded” based on the 2022-23 ELA CAASPP results. In 2024, the SED group was still two levels below with 48.90% meeting/exceeding standards (11.1 points below standard). On the 2023 Summative ELPAC, 22.71% of Elementary English Learners in GUSD scored at Level 1 and 23.67% at Level 2. In 2024, there were 24.27% at Level 1 and 26.63% at Level 2. Approximately half of elementary English Learners are emerging ELs. This percentage has remained consistent from 2023 to 2024. The decline in ELA performance among EL, FY and SED students renews interest in keeping this action at the forefront of our efforts to infuse technology-rich experiences and additional support for these student groups. Given that the percentage of EL students at the elementary level has not changed--remaining at 50%--there is a large population that can benefit from additional adult support. In evaluating feedback from educational partners, we learned that school staff that work with ELs, low income students and foster youth have identified a need for effective adult support in the use of technology, which will help students increase their confidence and more regularly access curriculum and other digital tools.	material and technology to enhance instruction. The Educational Technology & Information Services (ETIS) Department will continue to work with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support use of technology skills. The technology teacher specialists will also assist families through parent engagement events and one-on-one support as needed. These actions are provided on a districtwide basis because all elementary students will benefit from these opportunities offered in a safe learning environment at their own school. Research conducted by Hattie on technology and computer support suggests that there is a correlation with strong student achievement: Technology in other subjects (0.55 effect size), information and computer technology (0.51 effect size). In addition, the Young Readers Foundation indicates that young children who read have overall better cognitive skills, which suggests that fully staffed and supportive elementary libraries create a welcoming, literacy-rich environment.	

2.1 - Student Attendance Support	In 2023, the districtwide ADA hovered around 94% and chronic absenteeism for GUSD on the 2023 CA School Dashboard was 18.7%. For foster youth, English learners and low income students, there was a large gap compared with the aggregate student population and chronic absenteeism persisted at much higher rates: - Foster youth: 28.8% - English learners: 24.4% - Low income: 23.4% In 2024-25, ADA improved to 95.36% at the P-2 reporting period. The 2024 Dashboard indicated that chronic absenteeism decreased to 14.3%. For FY, the percentage was 36.8%. For EL, it was 19.2%. For SED, it was 18.1% The data indicate promising trends in keeping students in school so they can receive core instruction, intervention support and tools to improve educational outcomes. The overall trend is that attendance is up, particularly for ELs and SED students. However, FY continue to be a concern given that their percentage increased almost 10%. The data is encouraging, but a reminder that this action is needed to address recurring issues with attendance across multiple student groups. Educational partner feedback indicated we need to create a positive culture regarding attendance across the District. For our ELs, foster youth and low income students, providing more consistent and robust access to educational opportunities while in school is critical for their academic and personal growth.	GUSD students that are English learners, including newcomers that are just beginning to navigate the complexities of the U.S. school system, along with those students that are in foster care or experiencing financial hardship require additional systemic support to decrease barriers that may lead to them struggling academically. Often, a key barrier is regular attendance at school. Decreasing absenteeism through attendance support will assist these student groups in accessing educational opportunities on a consistent basis and cultivating strong connections to the adults and peers at school. The Student Wellness Services (SWS) Department in coordination with other district departments will increase and improve services on Distrtictwide basis to maximize their impact in increasing overall attendance rates for all students. Research by Whaley (2024) underscores the common understanding that chronic absenteeism can be severely detrimental to student outcomes and disproportionately affects students living in poverty. This awareness along with new technology tools like the At Risk Dashboard now available in our student information system, will allow for a much more targeted understanding of the nuanced issue of school attendance.	GUSD will monitor its average daily attendance. (Metric 2.1 - Attendance Rate) To gauge effectiveness, we will observe the chronic absenteeism rates of ELs, foster youth and low income students alongside all students. (Metric 2.2 - Chronic Absenteeism)

2.2 - Social Emotional Wellness	The Spring 2024 Panorama Survey provided insight from our students as valued educational partners. The following results indicated our learnings: - 60% of students districtwide responded favorably in the areas of Growth Mindset, Self-Efficacy, Sense of Belonging, Social Awareness, and School Safety. In Spring 2025, the average rating was 59% for these domains. - The percentage was closer to 50% in 2024 in the area of Emotion Regulation. By 2025, this area had moved to 48%. On the 2023 Dashboard, ELs had a suspension rate of 4.3%, low income students 3.6%, and foster youth 7.8%. The overall group suspension rate was 2.7%, indicating a disparity between the groups. In 2024, the suspension rate for student groups was as follows: - EL: 3.7% / SED: 3.2% / FY: 13.2% / ALL: 2.4% While the Panorama results are expected to fluctuate over time, they have remained relatively stable. The data on suspension rates is promising, given that the ALL, EL and SED student groups showed fewer students suspended from 2023 to 2024. However, the FY group did experience a ~6% increase. These data indicate that there is still a need to invest resources into support student wellbeing and equip staff with strategies to improve results in these domains. Educational partner feedback indicates that there is a need to lower the rate of suspension for all students, particularly the unduplicated group to ensure they are in school and accessing educational experiences and support services in order to produce positive outcomes academically and on the SEL front as well.	The Student Wellness Services (SWS) Department will provide mental health support to address the social, emotional, and behavioral needs of English learners, low-income and foster youth through individual and group counseling, parent support groups with psychological service providers. SWS staff will conduct individualized intakes and assessments through multilingual staff to identify critical needs and provide appropriate supports. These actions are implemented on a districtwide basis because all students will benefit from the social emotional support to address mental health and behavioral needs. Research by Mondi and Reynolds (2021) indicates that low-income children are at increased risk for socio-emotional problems. Having strong resilience skills, including motivation and positive attitudes toward school (Denahm & Brown, 2010) are considered foundational and, therefore, critical to setting up students for success in school and life.	We will monitor the chronic absenteeism rates of English learners, foster youth and low income students as well as all students. (Metric 2.2 - Chronic Absenteeism) Hand-in-hand with chronic absenteeism is keeping students in school, so we will monitor suspension rates of EL, FY and SED students. (Metric 2.5 - Suspension Rates) Track trends in student responses on the Panorama SEL Survey across schools and grade levels. (Metrics 2.8 & 2.9 - Panorama Survey Results)
2.3 - Parent/Family Engagement	The Spring 2024 Districtwide Annual Plan Survey provided feedback from parents/guardians and helped us identify the following gaps in parent engagement: - 57% stated that their school actively seeks input from parents/guardians before making important decisions. - 46% stated that their school provides training for parents to support their child's learning, and	GUSD will expand its district- and school-based programs to create a robust family engagement support student system more effectively partner with families of English learners, low-income, and foster youth. The Welcome Center will support multilingual families through an orientation program and connect them to District staff and community resources. Multilingual and multicultural staff will be available to help parents in their preferred language to	We will monitor the results of English learners, foster youth and low income students as well as all students on the ELA and Math CAASPP summative assessments (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP). Track progress of English learners on the ELPAC. (Metric 1.4 - ELPI)

	In addition, on the 2024 English Learner Parent Survey, there were gaps we identified based on the parent/guardian responses: - 69.1% “Agree” or “Strongly Agree” to understanding the GUSD reclassification criteria. - 69.6% expressed that they know who to contact at their child’s school if they have questions about the ELD program. - 53.2% reported they have not attended an ELAC meeting this year, and 60% have not attended DELAC meetings. In 2025, the Annual Plan Survey saw improvements: - 62% reported schools seeking input from parents/guardians - 47% stated their schools provided training. In 2025, the EL Parent/Guardian Survey results were: - 71.4% understood the reclassification criteria - 66.6% knew who to contact for ELD questions - 62.5% had not attended an ELAC meeting and 71.1% had not attended a DELAC meeting. While the responses in some areas indicate better school-to-home connections, there has been a decrease in the participation rate of families in the ELAC and DELAC meeting attendance. This continues to be an area for improvement and an opportunity for the District to capture more EL parent/guardian voices. The educational partner surveys are important measures for the District to better understand families' perceptions of how they are being engaged and served. There is a need to increase school-to-home connections to ensure parents are consulted prior to decisions being made and fostering a sense of community among all families, particularly those of English learners, foster youth and low income students.	ensure clarity of communication. Student Wellness Services will provide assistance and support for low income and foster youth. SWS will provide multilingual and multicultural staff to provide culturally responsive practices that recognize and respect the diverse backgrounds and experiences of GUSD families. The T&L department will expand its family engagement campaign by developing and providing training, materials, resources, and information for parents and community partners on the adopted curricula. These actions are implemented on a districtwide basis because all families will benefit from the learning and engagement opportunities to build partnerships with their child’s school. Research has shown that students achieve more academically when their families are positively engaged and engaging low-income and underserved families may reduce barriers to children's learning, especially when schools initiate communication and design strategies to work side-by-side with them (Ambroso, Dunn and Fox 2021).	Gauge effectiveness of the plan by reviewing chronic absenteeism rates and suspension rates of ELs, foster youth and low income students as well as all students. (Metric 2.2 - Chronic Absenteeism and Metric 2.5 - Suspension Rate).

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.17 - Instruction-related Services - Daily High School	In 2022-23, Daily Continuation High School's Four-Year Adjusted Cohort Graduation Rate was 24.1% for English Learners and 28.8% for the low income student group. In 2023-24, the EL graduation rate was 41.4% and for SED students it was 60.0%. The data are showing increased graduation rates for both EL and SED student groups. While these data are promising, they do show that when staff provides additional support, there are improved outcomes. Continuing with this action is important to ensuring that students not only make up credits at the continuation high school, but make it toward graduation to complete their academic journey. Through outreach with EL and low income families, along with staff's desire to help Daily students maximize their potential, we have learned that graduation is a major goal and there needs to be supports in place to achieve this aim.	Daily Continuation High School will implement a comprehensive approach to addressing students' significant learning and social emotional gaps, including tiered interventions to re-engage students, increase attendance and improve their sense of belonging. Highly trained teachers and instructional support staff will be provided to increase small-group and one-to-one instruction, intervention and feedback with a focus on English learners and low-income students to accelerate their progress toward closing the achievement and credit gaps. A licensed therapist and counseling service provider will continue to work closely with the students to address their individual needs to increase attendance and engagement. The school will offer English learners and low-income students alternative programs and opportunities for credit recovery, including summer school and expand access to internship and apprenticeship opportunities that ensure career readiness. These actions will take place schoolwide to support the unique needs of Daily students. Research by Hattie has shown that reducing the student-to-adult ratio (effect size 0.47) and providing ongoing, timely feedback (effect size 0.64) accelerates progress and increases student agency. Therapists and counselor services will help increase student efficacy (Hattie effect size 0.92) and motivation (Hattie effective size 0.69).	We will monitor the graduation rate, A-G completion and CTE pathway completion of English Learners and low income students as well as all students at Daily High School. (Metric 1.6 - Graduation Rate, Metric 1.8 - A-G Completion and Metric 1.9 - CTE Pathway Completion)

1.18 - Expanded Opportunities - Transportation for Clark Magnet High School	Based on the 2023 CA Dashboard data, 49.97% of Socioeconomically Disadvantaged (low income) students districtwide met or exceeded standards on CAASPP ELA and 40.69% on the Math CAASPP. On the 2022-2023 CAST, 29.53% of SED met or exceeded standards. The graduation rate for SED was at 90.5% in 2022-2023. And 50.7% of SED students met the A-G requirements in 2023. In 2024, the SED graduation rate increased to 92.9% and A-G completion among SED students was 50.9%. On the 2023-24 CAASPP, SED results were: 47.67% met/exceeded standards in ELA; 40.23% in Math and 20.73% on CAST. The data indicates improved overall outcomes by the time students graduate high school with increased graduation rate and A-G completion among SED students. CAASPP/CAST results are more mixed. However, the results remain strong when compared to the larger "All" group. Particularly at Clark, the most recent data (2024), indicate the SED cohort had a 97.4% graduation rate and a 93.2% A-G completion rate. These data again show that this continuing this action is needed. Providing access to rigorous learning experiences for SED students yields overall high results. Educational partner feedback, including information gleaned from parents, students and staff, indicates a need to make transportation accessible for low income students to have greater access to educational opportunities.	GUSD will continue to provide free transportation to low income students from across the District to ensure equitable access to the award-winning and nationally recognized programs at Clark Magnet High School. There are 20 pick-up locations designated near students' schools of residence to ensure this schoolwide action works to eliminate barriers for students attending Clark High School. Clark's recognition as a California Distinguished School three times in the past four years for its work in promoting academic achievement and lowering the achievement gap particularly with low income students is evidence that the program at the school is working and students are benefiting from the entire Clark experience.	We will monitor achievement of low income students as well as all students on the CAASPP summative assessments in ELA and Math (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP). We will measure effectiveness by reviewing low income students' graduation rate and completion of A-G requirements as well as all students attending Clark Magnet. (Metric 1.6 - Graduation Rate and Metric 1.8 - A-G Completion)

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

Additional Concentration Grant Funding

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

The 2024-2025 Fall 1 CALPADS Report 1.17 indicates that GUSD has 22 schools (13 elementary schools, 3 middle schools, 3 high schools and 3 alternative program schools) with an enrollment of unduplicated students that is greater than 55%. Concentration Grant funds will be allocated to increase the number of staff to provide direct services through academic support and intervention at these schools. Intervention teachers, support providers and classified staff to provide intervention and adult support before, during and/or after school. This staff providing direct intervention services aligns with Action 1.15 - School-based Intervention Support.

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	Elementary - 400:1 Secondary - 345:1	Elementary - 400:1 Secondary - 345:1
Staff-to-student ratio of certificated staff providing direct services to students	Elementary - 26.6:1 Secondary - 33.8:1	Elementary - 26.6:1 Secondary - 33.8:1

Action Tables

2025-2026 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-2026	$278,499,881.00	$50,650,946.00	18.19%	1.91%	20.10%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$331,127,180.00	$4,040,000.00	$0.00	$0.00	$335,167,180.00	$286,846,410.00	$48,320,770.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Instruction	All	No				Ongoing	$2,798,130	$1,000,572	$3,548,702	$250,000	$0	$0	$3,798,702	0.00%
1	2	Literacy by 3rd Grade	English learner (EL), Low Income, Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, K-3, All Schools	Ongoing	$18,125,302	$1,532,551	$18,907,853	$750,000	$0	$0	$19,657,853	0.00%
1	3	Math Literacy by 6th Grade (repeated expenditure, Goal 1, Action 1)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	4	College and Career Ready by 12th Grade	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools, Specific Grade Spans, 6-12	Ongoing	$2,692,881	$980,510	$3,373,391	$300,000	$0	$0	$3,673,391	0.00%
1	5	Career Technical Education	All	No				Ongoing	$6,122,468	$30,875	$6,153,343	$0	$0	$0	$6,153,343	0.00%
1	6	Visual and Performing Arts (repeated expenditure, Goal 1, Action 1)	All	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%

1	7	Tiered Intervention Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$10,593,578	$0	$10,593,578	$0	$0	$0	$10,593,578	0.00%
1	8	Instruction-related Services for Special Education	Student with Disabilities (SWD)	No				Ongoing	$41,320,842	$17,793,381	$59,114,223	$0	$0	$0	$59,114,223	0.00%
1	9	English Learner Services (repeated expenditure, Goal 1, Action 1)	English learner (EL)	No				Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	10	Emerging English Learner (Newcomer) Support	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$1,769,247	$0	$1,769,247	$0	$0	$0	$1,769,247	0.00%
1	11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools	Ongoing	$0	$0	$0	$0	$0	$0	$0	0.00%
1	12	Dual Language Instruction	English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans, TK-8	Ongoing	$1,141,667	$0	$1,141,667	$0	$0	$0	$1,141,667	0.00%
1	13	Gifted Education	All	No				Ongoing	$0	$150,000	$150,000	$0	$0	$0	$150,000	0.00%
1	14	Extracurricular Opportunities - Elementary	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, K-6, All Schools	Ongoing	$2,542,787	$0	$2,542,787	$0	$0	$0	$2,542,787	0.00%
1	15	School-based Intervention Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,754,602	$776,710	$4,531,312	$0	$0	$0	$4,531,312	0.00%
1	16	Elementary Library & Media Education Services and Technology Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans, TK-6, All Schools	Ongoing	$313,101	$0	$313,101	$0	$0	$0	$313,101	0.00%
1	17	Instruction-related Services - Daily High School	Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Allan F. Daily Continuation High School	Ongoing	$2,882,127	$53,199	$2,935,326	$0	$0	$0	$2,935,326	0.00%

1	18	Expanded Opportunities - Transportation for Clark Magnet High School	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Anderson W. Clark Magnet High School	Ongoing	$0	$2,200,640	$2,200,640	$0	$0	$0	$2,200,640	0.00%
1	19	Intervention Support - Elementary Schools	All	No				Ongoing	$159,347	$2,700,000	$159,347	$2,700,000	$0	$0	$2,859,347	0.00%
2	1	Student Attendance Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$1,390,288	$96,942	$1,487,230	$0	$0	$0	$1,487,230	0.00%
2	2	Social Emotional Wellness	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	Ongoing	$2,635,433	$233,912	$2,829,345	$40,000	$0	$0	$2,869,345	0.00%
2	3	Parent/Family Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	Ongoing	$3,102,175	$500,000	$3,602,175	$0	$0	$0	$3,602,175	0.00%
2	4	Behavior Education Support	All	No				Ongoing	$137,023	$680,452	$817,475	$0	$0	$0	$817,475	0.00%
2	5	Social Emotional Support - Special Education	Student with Disabilities (SWD)	No				Ongoing	$1,864,403	$0	$1,864,403	$0	$0	$0	$1,864,403	0.00%
2	6	Communication and Engagement	All	No				Ongoing	$0	$515,943	$515,943	$0	$0	$0	$515,943	0.00%
2	7	Guidance and Counseling	All	No				Ongoing	$6,119,537	$0	$6,119,537	$0	$0	$0	$6,119,537	0.00%
3	1	Qualified Staff	All	No				Ongoing	$150,256,830	$3,326,096	$153,582,926	$0	$0	$0	$153,582,926	0.00%
3	2	Instructional Materials	All	No				Ongoing	$0	$11,363,769	$11,363,769	$0	$0	$0	$11,363,769	0.00%
3	3	Facilities and Maintenance Services	All	No				Ongoing	$25,454,702	$3,060,271	$28,514,973	$0	$0	$0	$28,514,973	0.00%
3	4	Physical Safety and Security	All	No				Ongoing	$79,558	$1,305,331	$1,384,889	$0	$0	$0	$1,384,889	0.00%
3	5	Health Services	All	No				Ongoing	$1,590,382	$19,616	$1,609,998	$0	$0	$0	$1,609,998	0.00%

4	1	Credentialed English-Language Arts/Literacy Instructor	All, White, Hispanic or Latino, English learner (EL)	No				1 Year	$0	$0	$0	$0	$0	$0	$0	0.00%
4	2	Additional Instructional Materials for Literacy Skill Development	All, White, Hispanic or Latino, English learner (EL)	No				1 Year	$0	$0	$0	$0	$0	$0	$0	0.00%

2025-2026 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
$278,499,881.00	$50,650,946.00	18.19%	1.91%	20.10%	$56,227,652.00	0.00%	20.19%	**Total:**	$56,227,652.00
								LEA-wide Total:	$51,091,686.00
								Limited Total:	
								Schoolwide Total:	$5,135,966.00

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	2	Literacy by 3rd Grade	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	Specific Grade Spans, K-3, All Schools	$18,907,853.00	0.00%
1	4	College and Career Ready by 12th Grade	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools, Specific Grade Spans, 6-12	$3,373,391.00	0.00%
1	7	Tiered Intervention Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$10,593,578.00	0.00%
1	10	Emerging English Learner (Newcomer) Support	Yes	LEA-wide	English learner (EL)	All Schools	$1,769,247.00	0.00%

1	11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	Yes	LEA-wide	English learner (EL)	All Schools	$0.00	0.00%
1	12	Dual Language Instruction	Yes	LEA-wide	English learner (EL)	Specific Grade Spans, TK-8	$1,141,667.00	0.00%
1	14	Extracurricular Opportunities - Elementary	Yes	LEA-wide	Low Income	Specific Grade Spans, K-6, All Schools	$2,542,787.00	0.00%
1	15	School-based Intervention Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$4,531,312.00	0.00%
1	16	Elementary Library & Media Education Services and Technology Support	Yes	LEA-wide	English learner (EL), Low Income, Foster Youth	Specific Grade Spans, TK-6, All Schools	$313,101.00	0.00%
1	17	Instruction-related Services - Daily High School	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Allan F. Daily Continuation High School	$2,935,326.00	0.00%
1	18	Expanded Opportunities - Transportation for Clark Magnet High School	Yes	Schoolwide	Low Income	Specific Schools, Anderson W. Clark Magnet High School	$2,200,640.00	0.00%
2	1	Student Attendance Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,487,230.00	0.00%
2	2	Social Emotional Wellness	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$2,829,345.00	0.00%
2	3	Parent/Family Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,602,175.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$283,457,229.00	$327,352,681.00

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	No	$3,502,943.00	$3,438,496.00
1	2	Literacy by 3rd Grade	Yes	$2,600,357.00	$3,314,742.00
1	3	Math Literacy by 6th Grade (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
1	4	College and Career Ready by 12th Grade	Yes	$2,416,189.00	$2,344,189.00
1	5	Career Technical Education	No	$6,052,236.00	$5,784,409.00
1	6	Visual and Performing Arts (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
1	7	Tiered Intervention Support	Yes	$8,680,134.00	$8,679,025.00
1	8	Instruction-related Services for Special Education	No	$48,424,026.00	$53,379,795.00
1	9	English Learner Services (repeated expenditure, Goal 1, Action 1)	No	$0.00	$0.00
1	10	Emerging English Learner (Newcomer) Support	Yes	$725,475.00	$523,530.00
1	11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	Yes	$0.00	$0.00
1	12	Dual Language Instruction	Yes	$357,419.00	$788,794.00
1	13	Gifted Education	No	$150,000.00	$232,392.00
1	14	Extracurricular Opportunities - Elementary	Yes	$1,532,007.00	$2,002,219.00
1	15	School-based Intervention Support	Yes	$3,122,300.00	$4,737,840.00
1	16	Elementary Library & Media Education Services and Technology Support	Yes	$73,087.00	$73,087.00
1	17	Instruction-related Services - Daily High School	Yes	$2,564,327.00	$2,564,327.00
1	18	Expanded Opportunities - Transportation for Clark Magnet High School	Yes	$2,200,640.00	$2,200,640.00

1	19	Intervention Support - Elementary Schools	No	$144,597.00	$144,597.00
2	1	Student Attendance Support	Yes	$987,230.00	$1,137,368.00
2	2	Social Emotional Wellness	Yes	$1,480,845.00	$1,706,053.00
2	3	Parent/Family Engagement	Yes	$2,829,508.00	$3,431,419.00
2	4	Behavior Education Support	No	$816,070.00	$587,626.00
2	5	Social Emotional Support - Special Education	No	$1,721,110.00	$1,721,110.00
2	6	Communication and Engagement	No	$273,000.00	$565,397.00
2	7	Guidance and Counseling	No	$5,027,347.00	$5,027,300.00
3	1	Qualified Staff	No	$146,725,778.00	$182,139,366.00
3	2	Instructional Materials	No	$10,943,483.00	$11,718,653.00
3	3	Facilities and Maintenance Services	No	$26,065,409.00	$25,251,604.00
3	4	Physical Safety and Security	No	$1,336,828.00	$1,381,819.00
3	5	Health Services	No	$2,704,884.00	$2,476,884.00

2024-2025 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)
$38,693,092.00	$29,569,518.00	$33,503,233.00	($3,933,715.00)	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	2	Literacy by 3rd Grade	Yes	$2,600,357.00	$3,314,742.00	0.00%	0.00%
1	4	College and Career Ready by 12th Grade	Yes	$2,416,189.00	$2,344,189.00	0.00%	0.00%
1	7	Tiered Intervention Support	Yes	$8,680,134.00	$8,679,025.00	0.00%	0.00%
1	10	Emerging English Learner (Newcomer) Support	Yes	$725,475.00	$523,530.00	0.00%	0.00%
1	11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	Yes	$0.00	$0.00	0.00%	0.00%
1	12	Dual Language Instruction	Yes	$357,419.00	$788,794.00	0.00%	0.00%
1	14	Extracurricular Opportunities - Elementary	Yes	$1,532,007.00	$2,002,219.00	0.00%	0.00%
1	15	School-based Intervention Support	Yes	$3,122,300.00	$4,737,840.00	0.00%	0.00%
1	16	Elementary Library & Media Education Services and Technology Support	Yes	$73,087.00	$73,087.00	0.00%	0.00%
1	17	Instruction-related Services - Daily High School	Yes	$2,564,327.00	$2,564,327.00	0.00%	0.00%
1	18	Expanded Opportunities - Transportation for Clark Magnet High School	Yes	$2,200,640.00	$2,200,640.00	0.00%	0.00%
2	1	Student Attendance Support	Yes	$987,230.00	$1,137,368.00	0.00%	0.00%
2	2	Social Emotional Wellness	Yes	$1,480,845.00	$1,706,053.00	0.00%	0.00%
2	3	Parent/Family Engagement	Yes	$2,829,508.00	$3,431,419.00	0.00%	0.00%

2024-2025 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)
$272,163,796.00	$38,693,092.00	0.00%	14.22%	$33,503,233.00	0.00%	12.31%	$5,198,328.50	1.91%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
        - Identify the action as an LREBG action;
        - Include an explanation of how research supports the selected action;
        - Identify the metric(s) being used to monitor the impact of the action; and
        - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).