LCFF Budget Overview for Parents

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

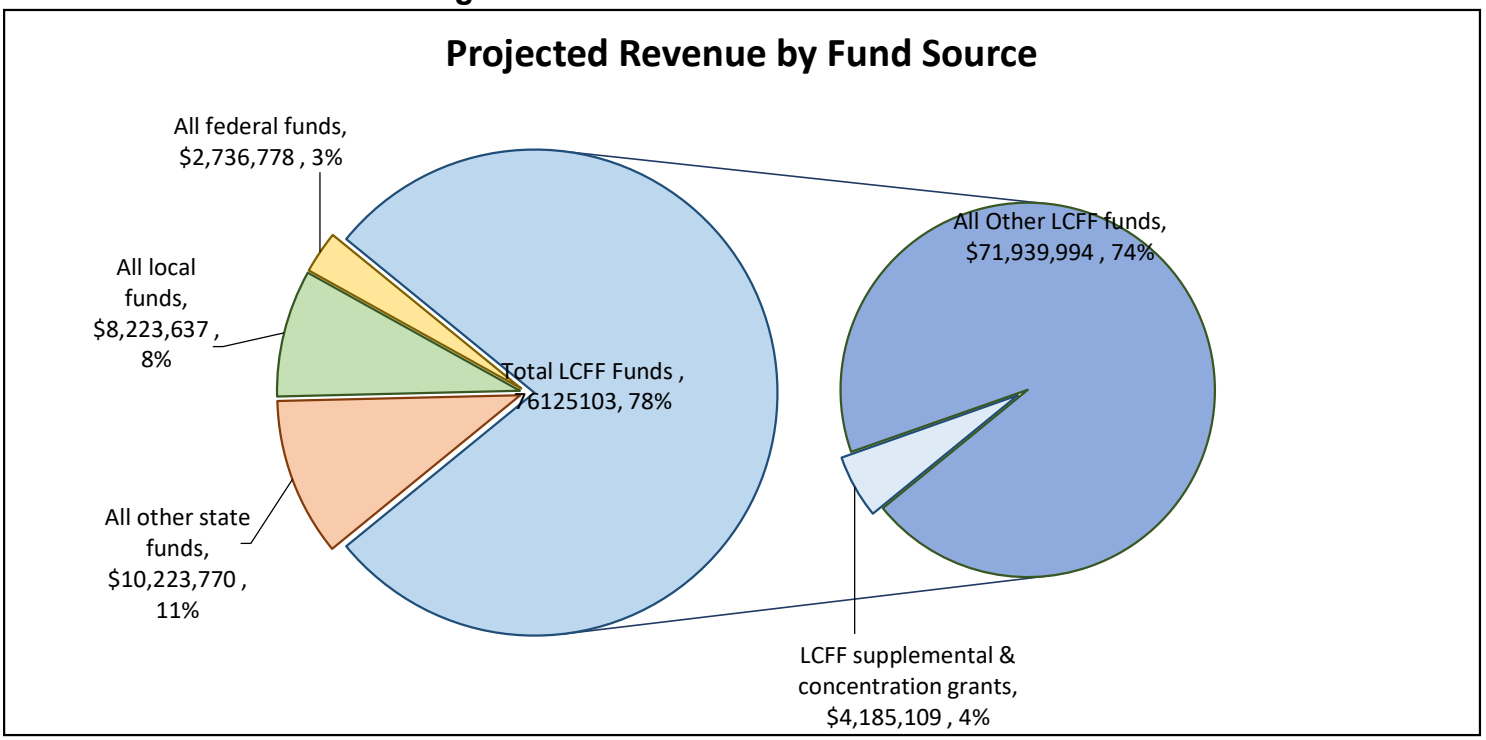
CDS Code: 19645760000000

School Year: 2025-26

LEA contact information: Aracely Medina (amedina@glendora.k12.ca.us, 626.963.1611, Ext. 1303)

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

Budget Overview for the 2025-26 School Year

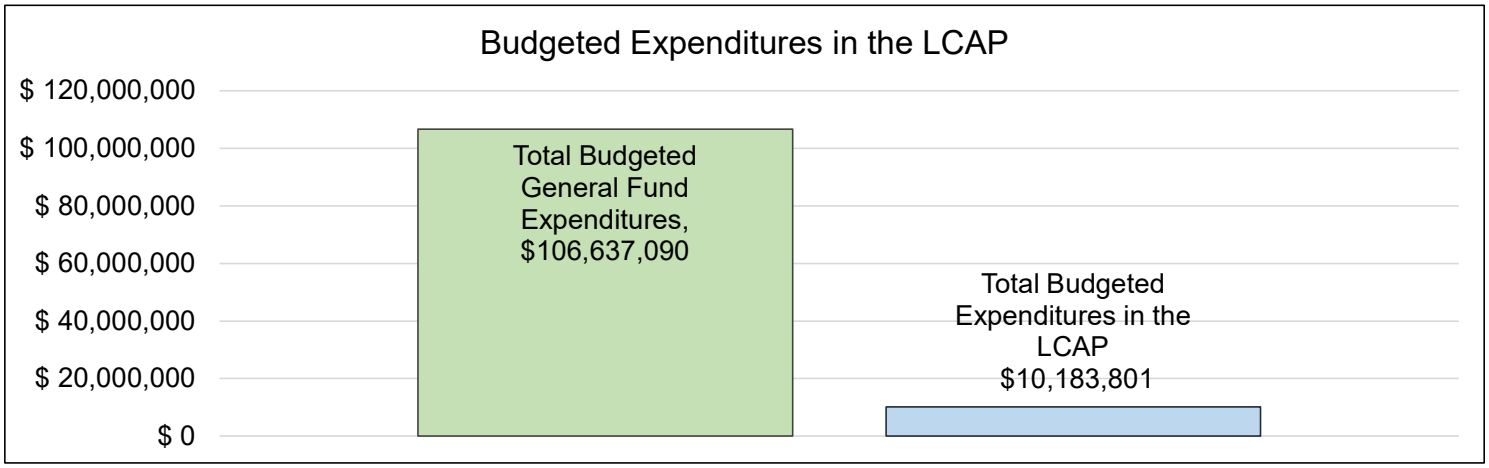


This chart shows the total general purpose revenue Glendora Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glendora Unified School District is $97,309,288.00, of which $76,125,103.00 is Local Control Funding Formula (LCFF), $10,223,770.00 is other state funds, $8,223,637.00 is local funds, and $2,736,778.00 is federal funds. Of the $76,125,103.00 in LCFF Funds, $4,185,109.00 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 Glendora Unified School District plans to spend for 2025-26. 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: Glendora Unified School District plans to spend $106,637,090.00 for the 2025-26 school year. Of that amount, $10,183,801.00 is tied to actions/services in the LCAP and $96,453,289.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

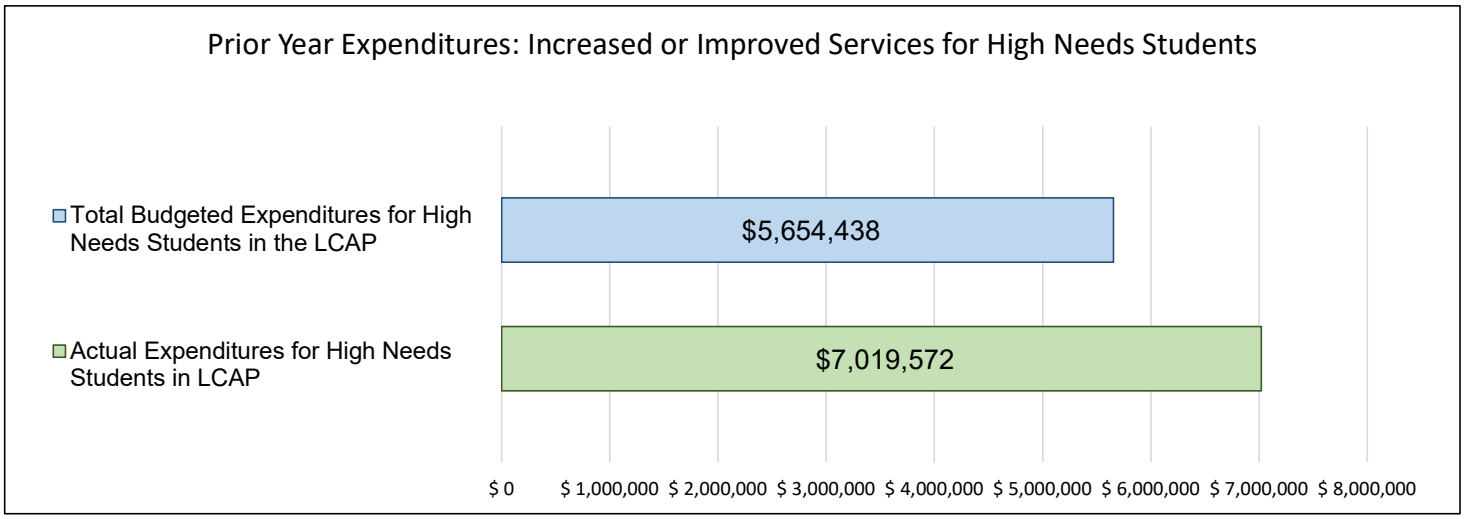
In addition to the expenditures described in the Local Control and Accountability Plan (LCAP), the District's General Fund also supports a variety of essential operational costs that are not included in the LCAP. These include salaries and benefits for staff who are not directly tied to LCAP goals, such as district administration, business services, and operational support personnel. The General Fund also covers expenses related to maintenance and operations of school facilities, utilities (such as electricity, water, and gas), insurance, and other ongoing services necessary to ensure safe and effective learning environments for students and staff. These expenditures are critical to maintaining the daily operations of the District and ensuring that our schools remain open, safe, and fully functional to support student learning.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Glendora Unified School District is projecting it will receive $4,185,109.00 based on the enrollment of foster youth, English learner, and low-income students. Glendora Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Glendora Unified School District plans to spend $5,206,486.00 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 2024-25



This chart compares what Glendora 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 Glendora 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 2024-25, Glendora Unified School District's LCAP budgeted $5,654,438.00 for planned actions to increase or improve services for high needs students. Glendora Unified School District actually spent $7,019,572.00 for actions to increase or improve services for high needs students in 2024-25.

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
Glendora Unified	Jennifer Prince Assistant Superintendent, Educational Services	jprince@glendora.k12.ca.us 6269631611

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.

The Glendora Unified School District (GUSD) serves 6,363 TK-12 students--according to the 2024 California School Dashboard--in the suburban city of Glendora in Los Angeles County, California, a relatively stable community of approximately 52,558 residents (2020 U.S. Census Bureau). The city's youngest residents may attend one of four public school districts, depending on their residence address. Glendora Unified School District serves the northern section of the community at the base of the foothills. District enrollment is declining at an average of 150 students per year. However, the 2024-25 school year saw a slight increase of 6 students. Glendora Unified currently has approximately 1,159 students enrolled from outside the district boundaries through a variety of transfer options, including District of Choice, inter-district transfer application process, and Allen Bill. Glendora Unified student demographics as reflected on the 2024 California School Dashboard are 48.9% Hispanic, 28.2% White, 12.4% Asian, 5.9% two or more races, 2.3% Filipino, 1.4% African American, and 0.2% American Indian or Alaska Native. In designated student groups, 6.1% of students are designated English Learners with 21 languages. Of those students, 50% are Spanish-speaking, 20.88% are Mandarin-speaking, and 12.89% are Arabic-speaking (Dataquest 2023-24). The 2023-24 Unduplicated Pupil Percentage for Glendora Unified is 34.77%. As reported on Dataquest for 2023-24, Glendora Unified has 0.3% of students designated as foster youth and 32.4% of students designated as socioeconomically disadvantaged. Additionally, 15.5% are students with disabilities. Glendora Unified operates five elementary schools (K-5), two middle schools (6-8), one comprehensive high school (9-12), and one alternative high school with an adult school program. In addition, the Williams Educational Center hosts a preschool program, a summer daycare center, an occupational therapy and speech-language therapy clinic site, and the Foothill Induction Program as well as the Glendora Gives Resource Center.

Reflections: Annual Performance

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

Overall, the district did not meet the goal of 65% Met or Exceeded on the ELA CAASPP (61.22% Met or Exceeded) or 55% for Math CAASPP (50.77% Met or Exceeded). Additionally, the district did not meet the CAST goal of 43% Met or Exceeded (38.23% Met or Exceeded). However, our declines were very small, and using the growth model from the Dashboard, our growth in ELA was defined as typical, and math was above. Assessment data for the Spring 2025 CAASPP administration will not be available until late 2025. We look forward to tracking progress and using those results to inform our decisions. Student Achievement will continue to be a fundamental goal for the LCAP data analysis with an increased focus on specific actions and measurable goals.

Review of the subgroup data on the 2024 California School Dashboard demonstrates that, although students are successful overall, not all students achieve or engage with school equally. Therefore, some opportunity gaps continue to be present and remain a focus. These data, combined with local assessment data and stakeholder input collected throughout 2024-2025, outline the following needs: Academic performance gaps: in English Language Arts, the overall achievement was green. However, LTEL students, new to the Dashboard this year, are in red, and the three groups of EL, SED, and SWD students achieved at the orange level, making a two-level difference between these subgroups and overall achievement. The African American student group, which was in orange last year, did see an increase to the yellow level in 2024. In mathematics, overall, students are achieving highly at the green level. However, the newly implemented group of LTEL is achieving in red, and the student groups of Hispanic, SED, and SWD show a two-level difference in orange. African American and English Learners, who were in the orange level in 2023, increased achievement in math to yellow on the 2024 Dashboard. The LCAP addresses the gaps with targeted academic interventions that are being systemized and streamlined to ensure that they are research-based and regularly monitored for each student while increasing best first teaching and multitiered systems of support in every classroom. Especially notable is the continued implementation of a research-based curriculum for English Intervention across all elementary sites in use by the site Interventionist team. Intervention data, including measurement based on STAR data given at the beginning of the year and mid-year, showed 55% overall growth in STAR reading and 62% overall growth in STAR math for those students in intervention. Mid-year data from Fall to Winter STAR assessments reflect notable progress, highlighting the impact of research-based intervention programs and responsive instruction models. The percentage of students served in reading interventions ranged from 8.3% to 11.7% per site. Despite overall gains, exit rates from intervention remain low (ranging from 2% to 4.6%), indicating that while students are progressing, many still require continued support to reach grade-level benchmarks. All schools met or exceeded the expected 20% average growth from Fall to Winter. Math intervention exit rates were slightly higher than reading (ranging from 1.0 to 2.7 students per site), indicating some success in accelerating students toward grade-level proficiency. While growth is evident, exit rates suggest a need for continued support, extended time in intervention, or layered Tier 2 strategies.

As a whole, the 2024 Dashboard data demonstrates big gains in improved attendance rates, District-wide. The 2024 Dashboard shows a decline of 6.3% in chronic absenteeism. This same decline in chronic absenteeism is reflected in three of our seven school sites displaying chronic absenteeism Dashboard indicators.

GUSD 2024 Dashboard data reflects an improvement in the attendance data for SWD. Our SWD group moved from a “red” attendance indicator to a “yellow” chronic absenteeism indicator, demonstrating marked improvement. However, a new subgroup, our Long-Term English Learners, in their first year of being measured on the Dashboard as a student group, reflects a “red” attendance indicator. In addition to Chronic Absenteeism, LTELs are also placed in red on English Learner Progress, ELA, and Math. To support a reduction in chronic absenteeism and increase academic achievement for these student groups, a district team participated in a two-day Differentiated Assistance (DA) Convening held by the Los Angeles County Office of Education (LACOE) on February 6-7, 2025. As a result, goal 2 and its actions continue with a focus on student attendance and engagement. Additionally, professional development (Goal 1, Action 4) will focus on best first instruction and reading instruction at the elementary level.

On the 2023 California Dashboard, Glendora Unified had red indicators for chronic absenteeism with English Learners and Students with Disabilities, one of two indicators that qualify GUSD for Differentiated Assistance under Students with Disabilities. Students with Disabilities also showed as the very low ranking, the second qualifying indicator, in the College and Career Indicator (CCI). The red indicators continue to be addressed through Goal 1, Action 7 Intervention and Supports, as well as Goal 2 Student Attendance and Engagement, Actions 1-8.

According to the 2023 Dashboard, chronic absenteeism was also at some of our school sites. The following school sites had student groups for whom the chronic absenteeism indicator was at the red or lowest performance level: Cullen Elementary: EL, HI, MR, SED, SWD Goddard Middle: EL, HI, SED Sandburg Middle School: ALL, EL, HI, MR, SED, SWD, WH Stanton Elementary: ALL, EL, SWD Stanton Elementary also had a red indicator for ELA (SWD). Glendora High School had red indicators in ELA and Math (SWD) and Whitcomb High School in CCI (ALL, SED). The red indicators continue to be addressed through Goal 1, Action 7 Intervention and Supports as well as Goal 2 Student Attendance and Engagement, Actions 1-8. Although these indicators have changed in the 2024 Dashboard, they will remain noted in the LCAP and monitored and supported throughout the three-year cycle.

The district has unexpended LREBG funds for the 2025-26 school year, which can be found in Goal 1, Action 7, Intervention and Supports. Our needs assessment revealed significant needs regarding Academic performance gaps: in English Language Arts, the overall achievement was green. However, LTEL students, new to the Dashboard this year, are in red, and the three groups of EL, SED, and SWD students achieved at the orange level, making a two-level difference between these subgroups and overall achievement. In mathematics, overall, students are achieving highly at the green level. However, the newly implemented group of LTEL is achieving in red, and the student groups of Hispanic, SED, and SWD show a two-level difference in orange. In response, Goal 1, Action 7 continues to focus on providing Intervention and Support measures, including providing interventionists for English and math at all elementary sites, during the day intervention classes at secondary sites, and vertical articulation meetings to review and analyze data and strategically plan to meet the needs of all learners. The action will be an LREBG-funded action, aligns with allowable fund uses in the area of accelerating learning progress and providing pupil supports, and will be measured by metrics 1.4 CAASPP ELA scores and 1.13 CAASPP math scores.

In addition to the district red categories noted both above and below, the 2024 Dashboard shows red indicators at some school sites within GUSD. Sandburg Middle School has SWD in the areas of Chronic Absenteeism, Suspension Rate, and ELA, as well as English Learners in the area of ELPI. Glendora High School has red indicators for English Learners and LTEL in the area of ELPI, and Students with Disabilities in ELA, Math, and CCI. Whitcomb High School has red indicators for All Students and Socioeconomically Disadvantaged Students in the areas of Suspension Rate and CCI. Whitcomb also has red indicators for Suspension Rate with SWD, Hispanic, and White student groups.

Acronyms: EL = English Learners, MR= Two or more races, HI = Hispanic, SED = Socioeconomically Disadvantaged, SWD = Students with Disabilities, WH = White.

Reflections: Technical Assistance

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

As a district, Glendora Unified has red indicators on the 2024 California Dashboard for Long-Term English Learners (LTEL) in the areas of: chronic absenteeism, English Learner Progress Indicators+ (ELPI), English Language Arts, and Mathematics; for Foster Youth in the area of: Suspension Rate; for Student with Disabilities (SWD): College Career Readiness (CCI).
Based on the 2023 Dashboard (reflecting 2022-2023 data), Students with Disabilities were also red for Chronic Absenteeism, which was one of the two indicators that qualified GUSD for Differentiated Assistance under Students with Disabilities. Based on the 2024 Dashboard (reflecting data from the 2023-2024 school year), SWD had only one red indicator, College and Career Indicator CCI. Although GUSD is no longer eligible for Differentiated Assistance based on SWD, the new LTEL student group is now qualified based on red indicators in ELPI, ELA, Math, and Chronic Absenteeism. To support, a district team participated in a two-day Differentiated Assistance (DA) Convening held by the Los Angeles County Office of Education (LACOE) and met with LACOE Differentiated Assistance support personnel. As a result, Goal 2, Actions 1-8, continue to focus on student attendance and engagement to address the SWD and LTEL DA designation. Additionally, Goal1, Action 3 under student achievement has been refined and revised to focus more on College and Career Readiness support. Additionally, Goal 1, Action 6 continues to focus on supporting EL achievement, including LTEL, and Goal 1, Action 7 (which is LREBG funded), continues to focus on targeted intervention and supports for ELA and math.

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.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged both through an anonymous LCAP Teacher survey and at LCAP Partner meetings. 254 teachers (74 increase from last year) responded using a Panorama Survey which was shared with all via email. Multiple reminders were sent via email and the survey was open from February 6, 2025, through February 28, 2025. Survey topics for teachers were Professional Learning, Resources for Student Support, School Leadership, Belonging, School Safety, and Teacher Efficacy. Teachers were also invited to the LCAP Partner Meeting on April 23, 2025, and 15 participated, representing all 9 school sites. They were also invited to the May 14, 2025, draft LCAP presentation.
Staff	Classified staff were engaged both through an anonymous LCAP Staff survey and at LCAP Partner meetings. 200 staff members (67 increase from last year) responded using a Panorama Survey which was shared with all via email. Multiple reminders were sent via email and the survey was open from February 6, 2025, through February 28, 2025. Survey topics for staff were Professional Learning, School Leadership, and School Safety. Staff were also invited to the LCAP Partner Meeting on April 23, 2025, and 3 participated, representing all 9 school sites. They were also invited to the May 14, 2025, draft LCAP presentation.
Principals	Principals were engaged both at LCAP Partner meetings and during monthly leveled (elementary and secondary) and all-principal meetings/trainings. 9 principals and 1 assistant principal participated in the LCAP Partner meeting on April 23, 2024. Before the meeting, all site administrators were provided their data, trained on the data for their site to better facilitate table discussions and to utilize the data in the school plans. They were also invited to the May 14, 2025, draft LCAP presentation.
District Administrators	District Administrators were invited to the LCAP Partner Meeting on April 23, 2025, and 8 participated being distributed amongst school site tables to collaborate. They were also invited to the May 14, 2025 draft LCAP presentation.
Local Bargaining Units	Both the CSEA and GTA presidents were invited to attend the LCAP Partner Meeting on April 23, 2025, and the CSEA President participated. Both were also invited to the LCAP Partner meeting on May 14, 2025.
Parents/Families	Parents/families were engaged through a survey, which was shared via multiple methods including ParentSquare communication, Social Media, school newsletters, and district newsletters. The survey was open from February 5 - 28, 2025. 982 responses were recorded with 47% elementary, 20% middle school, and 34% high school. Additionally, 13 parents/families, including representatives from our DELAC, participated in the LCAP Partner meeting on April 23, 2025. 20 parents also participated in 3 Superintendent Parent Advisory Committee meetings during the 2024-25 school year. Families were also invited to the May 14, 2025, LCAP Partner meeting.
Students	Students were engaged through an LCAP Student Survey, LCAP Partner meetings, and the Superintendent's Student Advisory Committee. Students in grades 4-12 took the survey during school hours and a total of 3, 755 responded (increase of 513). 9 students attended the LCAP Partner meeting on April 23, 2025. Additionally, 38 students representing all 9 school sites participated in 4 Superintendent Student Advisory Committee meetings during the 2024-25 school year.
Special Education Local Plan Area (SELPA)	The SELPA Director was able to attend the annual LCAP Partner Meeting on April 23, 2025, alongside our GUSD Executive Director of Special Education.
Community Partners	Community Partner Representatives from Glendora Chamber of Commerce, Glendora Public Library, Glendora Education Foundation, and San Gabriel Valley Regional Occupational Program (SGVROP) were invited to and participated in the LCAP Partner Meeting on April 23, 2025. These partners were spread amongst table groups strategically, either to confer about current relationships and/or to build new supports and partnerships.

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

The LCAP Educational Partners were engaged throughout the year. The Superintendent's Parent Advisory Committee, with 20 parents attending, met on October 22, 2024, and December 12, 2024, and were also invited to the Educational Partners Meetings. The first LCAP Educational Partners Meeting was conducted on April 23, 2025 and included numerous partners including 19 administrators (11 site and 8 from District Office), 15 certificated staff members, 3 classified staff members, 13 parents, 9 students, and 6 community members including a Board of Education Trustee, the SELPA Director, representatives from the City of Glendora, and the CSEA President. An LCAP draft was shared with the LCAP Educational Partners group (PAC, ELPAC, and all site administrators were invited) on May 14, 2025. PAC Attendees included numerous partners, including 14 administrators (9 site and 5 from District Office), 4 certificated staff members, 12 parents, 7 students, 1 community partner, and 1 Board of Education Trustee. There was an opportunity for informal questions and comments, as well as formal questions or comments that would get a written response from the superintendent. Attendees

from both the PAC and ELPAC committees were present. There were 0 comments for responses submitted, therefore, no written response via email from the superintendent was required.

The public was invited to view the draft on Friday, June 20, 2025, from 8:00 am to 4:00 pm, at the district office and provide additional comments. However, no viewing or comments were made. The LCAP was also posted on the district website for public viewing on Friday, June 20th.

The LCAP data and plan were then shared with the entire GUSD community at the June 23, 2025, presentation to the Board of Trustees, which was live-streamed for a global audience. After all input was gathered and reviewed, the LCAP goals and actions were finalized and presented to the GUSD Board of Trustees at a public meeting on Thursday, June 26, 2025, at which the members of the community were invited to attend in person or via live stream.

The Notice of Public Hearing was posted from June 13, 2025, through June 23, 2025, at three public locations: the GUSD District office, Glendora High School, and La Fetra Elementary School. The postings notified the public that all information pertinent to the Local Control Accountability Plan and related budget is on file in the office of the superintendent and that the public was invited to attend this meeting and provide written comments related to the LCAP. The notices were also posted on the district website under the Board of Education tab, along with the URL to which the public could submit written comments regarding specific actions and expenditures in the LCAP. The LCAP and District budget were approved at the Board meeting on June 26, 2025, and submitted to LACOE within five calendar days after that.

How partner feedback influenced the LCAP: The educational partner input gathered during the 2024-2025 advisory meetings and survey process influenced several key aspects of the LCAP: school safety, attendance and engagement, family engagement, and professional development. For goals and actions related to school safety, the family survey showed that 78% (an increase of 2% from the prior year) of respondents said it was “not a problem at all” or “small problem.” In qualitative feedback discussions at the LCAP Partner meeting, 7 of the 9 site groups wrote that school safety is a strength on both the family and student surveys. A need for more presence of the School Resource Officer was mentioned at 1 site. During the Superintendent’s Student and Parent Advisory Committee meetings, school safety was listed on both as a top 10 “What we are About” topic and listed in the top ranks of items parents want to learn more about. Of parent respondents, 78% responded favorably (a 2% increase) to the school safety topic.

For staff respondents, 77% responded with "not at all unsafe" or "slightly unsafe," and regarding worry about violence, overall, staff responded 89.5% favorably. Of student respondents, 68.5% (Gr. 4-5: 70%, Gr. 6-12: 67%) responded favorably to the school safety topic questions. This was an increase of 4% at elementary and 2% at secondary sites. However, when looking at more specific components, only 35% responded favorably (Gr. 4-5: 37%, Gr. 6-12: 36%) to people being respectful at school. Although this showed a 2% increase at elementary and 1% at secondary sites, it remains a concern.

Regarding digital safety, the implementation of digital security tools such as Securly and web filters is considered a benefit and strength. School safety data influenced continuing the emphasis on the more focused school safety goal and actions, which outline both physical and digital safety. Attendance and engagement, although noticed on the rise, were noted as a concern through the data as well as partner feedback.

In the LCAP Student Survey, 59.5% (Gr. 4-5: 70%, Gr. 6-12 49%) responded favorably to Sense of Belonging (increase of 1.5%), 52% (Gr. 4-5: 57%, Gr. 6-12: 47%) responded favorably to School Climate (decrease of 1%), and 40% (Gr. 4-5: 57%, Gr. 6-12: 23%) to Engagement (maintained form prior year). Regarding Sense of Belonging and/or School Climate, 5 of the 9 site groups marked this as a strength for their sites. Student engagement was noted repeatedly as a concern at the LCAP Partner Meeting, with some ideas being to continue to focus on ways to connect students, such as WEB, Link Crew, activities, and clubs on campus. STEAM Labs on campuses were also a top 5 request from the Superintendent’s Student Advisory Committee. These suggestions continue to be a focus and are reflected in Goal 1 and Goal 2 actions.

Input on family engagement was evident from the LCAP Family Survey, with 83% of respondents answering favorably on the Barriers to Engagement topic (meaning few or no barriers, a 2% increase) are present, and 48% (3% increase) of respondents say the largest barrier is their busy schedule. In regards to Family Engagement, 24% (60th percentile nationally and a 1% decrease) responded favorably, and 43% stated they visited their child’s school at least once per month (2% increase).

During the LCAP Partner meeting, having minimal barriers to engagement was cited as a strength at 6 of 9 site groups. Suggestions included continuing Family Education or activity nights, and working with students to encourage their families to participate, as well as sending paper flyers to a few sites. An additional comment from multiple sites was having greater casual access to the site principal. These suggestions have been included in Goal 3, Family Engagement, and will continue to be a focus in the 2025-26 school year.

Through staff/teacher surveys, there was an increase in favorable responses to professional learning. However, the data shows this to be a continued area for growth. The LCAP Survey showed 38% of teachers (an increase of 1%) and 49% of staff (an increase of 3%) responded favorably regarding professional development. Regarding input, 41% of staff (9% increase) and 25% of teachers responded favorably(increase of 4%) with quite a bit or a tremendous amount of input in staff development. During the LCAP

Partner meeting discussions, recommendations were made for professional development for classroom behaviors and supports, as well as engagement. This, in addition to feedback on an informal staff PD survey, input from the Professional Learning Focus Group, and collaboration with both unions, led to continued revision of the professional development offerings and structure for 2025-26.

In addition to the LCAP Survey results, Educational Partners spoke about their review and reflection of academic data and achievement. Although most of the conversations were more site-specific, overarchingly, a majority of site groups discussed the need to support and build AVID strategies at our AVID school sites, especially schoolwide implementation and usage. Additionally, the needs were communicated to build Tier 1 systems and maintain and support Tier 2 systems, such as interventions and practice with Interim Assessments throughout the year to support both formative assessment to guide instruction and build student comfort with the testing platform and format.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1: Student Achievement (Priority 1, 2, 4, 7, 8) To prepare students for college and career readiness upon graduation, Glendora Unified will increase all students by 3% and Unduplicated Pupils (UDPs) by 5% as measured by the state assessments in mathematics and English Language Arts.	Broad Goal

State priorities addressed by this goal.

1, 2, 4, 7, 8

An explanation of why the LEA has developed this goal.

Student Achievement continues to be the number 1 priority of the district. CAASPP scores have shown small growth in the Spring 2023 administration but did not meet the targeted goal in the last cycle and continue to be a focus. CAASPP scores for subgroups such as SED and EL show a two-level gap in ELA and EL in Math. College and Career Readiness is also a known need. The 2023 Dashboard indicates our CCI at medium with 51.1% of students prepared. In addition, the SWD subgroup is ranked Very Low in CCI indicator. The 10 actions in Goal 1 will work together to address the needs of all students as well as specific UDP groups. The actions will also provide numerous supports in combination, such as AVID schoolwide, Intervention programs, Innovative Instruction, and Educator Effectiveness to support the achievement of all learners. The wide variety of metrics aims to lessen the achievement gap of UDP subgroups and provide a multiple-measure look at progress to track goal achievement and help refine or revise actions to meet 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 (Priority 1) as measured by the CalSAAS report	2022-2023: .001% misassignments .001% vacancies	2023-2024: 0% misassignments 0% vacancies		0% misassignments 0% vacancies	-.001% misassignments -.001% vacancies
2	Access to Standards–Aligned Instructional Materials (Priority 1) as reported by Fall Williams' Textbook Sufficiency Report	2022-2023: 100% compliant	2023-2024: 100% compliant		100% Compliant	maintained
3	Implementation of State Academic Standards (Priority 2) as measured by California Dashboard Local Indicator	2023-2024: Local Indicator Self-Reflection Tool, Professional Development Implementation ELA: 4, full implementation ELD: 3, Initial Implementation Math: 3, Initial Implementation NGSS: 4, Full Implementation History/Social Science: 4, Full Implementation	2024-2025: Local Indicator Self-Reflection Tool, Professional Development Implementation ELA: 4, full implementation ELD: 3, Initial Implementation Math: 3, Initial Implementation NGSS: 4, Full Implementation History/Social Science: 4, Full Implementation		2027-2028: Maintain Local Indicator Self-Reflection Tool, Professional Development Implementation ELA: 4, full implementation ELD: 4, full implementation Math: 4, full implementation NGSS: 4, Full Implementation History/Social Science: 4, Full Implementation	ELA: maintained ELD: maintained Math: maintained NGSS: maintained History/Social Science: maintained

4	CAASPP ELA (Priority 4) percentage met or exceeded	2023 CAASPP ELA percentage met or exceeded All: 61.84% SED: 48.66% non-SED: 71.61% EL: 10.87% LTEL: 5.44% (2024) SWD: 26.53% FY: no data available	2024 CAASPP ELA percentage met or exceeded All: 61.22% SED: 46.27% non-SED: 68.96% EL: 12.26% LTEL: n/a SWD: 27.73% FY: no data available		2026 CAASPP ELA percentage met or exceeded All: 64.84% SED: 53.66% non-SED: 74.61% EL: 15.87% LTEL: 8.44% SWD: 31.53% FY: To be determined	CAASPP ELA percentage met or exceeded All: -.62% SED: -2.39% non-SED: -2.65% EL: 1.39% LTEL: n/a SWD: 1.2% FY: no data available
5	a-g Completion (Priority 4) as measured by California Dashboard > Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report > Met UC/CSU Requirements – Number and Percentage of All Students in the Combined Graduation Rate	2023 All: 56% of students (340 of 607) EL: 34.6% (9 of 26) SWD: 8.2% (8 of 97) FY: no data available SED: 45.4% (149 of 328)	2024 All: 57.9% of students (353 of 610) EL: 40.7% (11 of 27) SWD: 8.9% (9 of 101) FY: no data available SED: 41.2% (129 of 313)		All: 57.5% EL: 37.6% SWD: 11.2% FY: to be determined SED: 48.4%	All: 1.9% of students EL: 6.1% LTEL: no data available SWD: 0.7% FY: no data available SED: -4.2%

6	CTE Pathway Completion (Priority 4) as measured by CA School Dashboard: Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report > Completed at Least One Career Technical Education (CTE) Pathway	2023 Dashboard ALL: 9.9% (60 of 607) EL: 7.7% (2 of 26) SWD: 11.3% (11 of 97) FY: no data available SED: 8.2% (27 of 328)	2024 Dashboard ALL: 7.4% (45 of 610) EL: 7.4% (2 of 27) SWD: 6.9% (7 of 101) FY: no data available SED: 6.1% (19 of 313)		2026 Dashboard All: 11% EL: 10.2% SWD: 13.8% FY: no data available SED: 10.7%	ALL: -2.5% EL: -0.3% SWD: -4.4% FY: no data available SED: -2.1%

7	Both CTE & a-g Completion (Priority 4) as measured by CA School Dashboard: 2023 Additional Reports and Data > Met UC/CSU Requirements and CTE Pathway Completion Report > Met UC/CSU Requirements AND Completed at Least One CTE Pathway	2023 California Dashboard: All: 6.9% (42 of 607) EL: 3.8% (1 of 26) SWD: 1% (1 of 97) FY: no data available SED: 4.6% (15 of 328)	2024 California Dashboard: All: 5.4% (33 of 610) EL: 3.7% (1 of 27) SWD: 1% (1 of 101) FY: no data available SED: 3.8% (12 of 313)		2026 California Dashboard: All: 7.9% (of 607) EL: 5.8% (1 of 26) SWD: 3% (1 of 97) FY: no data available SED: 6.6% (15 of 328)	All: -1.5% EL: -0.1% SWD: 0% FY: no data available SED: -0.8%
8	Percentage of English Learners who made progress toward English Proficiency measured by ELPAC (Priority 4) as measured by CA Dashboard English Learner Progress Indicator	California Dashboard English Language Learner Progress: All: 51.3% (2023 Dashboard) LTEL: 35.3% (2024 Dashboard)	2024 California Dashboard English Learner Progress: All: 45.3% making progress LTEL: n/a		2026 California Dashboard English Learner Progress: All: 53% making progress LTEL: 37% making progress	California Dashboard English Learner Progress: All: -6% making progress LTEL: n/a

9	Reclassification Rate (Priority 4) as measured by District Student Information System	2023 District Student Information System, 15.6% of English Learners were reclassified	2024 District Student Information System, 12.3% of English Learners were reclassified		District Student Information System, 16% of English Learners reclassified	District Student Information System, -3.3%
10	Passage of AP Exam (Priority 4) with a score of 3 or higher as measured by CA School Dashboard: Additional Reports and Data > College/Career Levels and Measures Report > Measure of Prepared by "Advanced Placement" on the College/Career Indicator	CA School Dashboard: 2023 Additional Reports and Data > College/Career Levels and Measures Report. Measure of Prepared by "Advanced Placement" on the College/Career Indicator show 44.7% (138).	CA School Dashboard: 2024 Additional Reports and Data > College/Career Levels and Measures Report. Measure of Prepared by "Advanced Placement" on the College/Career Indicator shows 52.2% (167).		CA School Dashboard: 2026 Additional Reports and Data > College/Career Levels and Measures Report. Measure of Prepared by "Advanced Placement" on the College/Career Indicator shows 45%	increase of 7.5%.

11	Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) as measured by CAASPP-ELPAC Public Reporting Site: Smarter Balanced ELA & Math Results for 11th Grade of % Standard Exceeded (Ready) and % Met (Conditionally Ready).	2023 Smarter Balanced website 11th Grade ELA: 67.10% 11th Grade math: 47.29%	2024 Smarter Balanced website 11th Grade ELA: 63.71% 11th Grade math: 46.97%		2026 Smarter Balanced website 11th Grade ELA: 70% 11th Grade math: 50%	Smarter Balanced website 11th Grade ELA: -3.39% 11th Grade math: -0.32%
12	Access to and enrollment in a broad course of study (Priority 7) as measured by Ca Dashboard Local Indicator	2023-24 enrollment in AVID: 298 students 2023-24 GATE Workshop attendees (elementary only): 107 students	2024-25 enrollment in AVID: 360 students 2024-25 GATE Workshop attendees (elementary only): 117 students (239 total enrollments)		2026-27 enrollment in AVID: maintain 298 students 2026-27 GATE Workshop attendees (elementary only): Maintain 107 students	AVID enrollment: 62 students increase GATE Workshop attendees (elementary only): 10 student increase

13	CAASPP Math percentage met or exceeded	2023 CAASPP Math percentage met or exceeded All: 51.47% SED: 37.95% non-SED: 61.46% EL: 9.93% SWD: 37.95% FY: no data available LTEL: 3.23% (2024 Dashboard)	2024 CAASPP Math percentage met or exceeded All: 50.77% SED: 34.42% non-SED: 59.21% EL: 17.86% LTEL: n/a SWD: 22.88% FY: no data available		2026 CAASPP Math percentage met or exceeded All: 54.47% SED: 42.95% non-SED: 64.46% EL: 14.93% LTEL: 6.23% SWD: 42.95% FY: to be determined	CAASPP Math percentage met or exceeded All: -0.7% SED: -3.53% non-SED: -2.25% EL: 7.93% LTEL: n/a SWD: -15.07% FY: no data available
14	California Science Test (CAST) (Priority 4)	2023 CAST 40.26% met or exceeded	2024 CAST 38.23% met or exceeded		2026 CAST 43.26% met or exceeded	CAST -2.03% met or exceeded
15	Other pupil outcomes (Priority 8)	2023 Dashboard Additional Reports College/Career Measures Only Report 13.6% CTE pathway completion 44.7% Advanced Placement 90.6% Met UC/CSU Requirements 11% State Seal of Biliteracy	2024 Dashboard Additional Reports College/Career Measures Only Report 10.6% CTE pathway completion 52.2% Advanced Placement 91.6% Met UC/CSU Requirements 13.1% State Seal of Biliteracy		2023 Dashboard Additional Reports College/Career Measures Only Report 16% CTE pathway completion 44.7% Advanced Placement 90.6% Met UC/CSU Requirements 14% State Seal of Biliteracy	Dashboard Additional Reports College/Career Measures Only Report -3% CTE pathway completion +7.5% Advanced Placement +1% Met UC/CSU Requirements +2.1% State Seal of Biliteracy
16	English Language Proficiency Assessments for California (ELPAC)	2022-23 ELPAC Scores 1- 12.69% 2- 22.66% 3- 36.86% 4- 27.79%	2023-24 ELPAC Scores 1- 17.44% 2- 24.42% 3- 38.37% 4- 19.77%		2025-26 ELPAC SCores 1- 12% 2- 18% 3- 40% 4- 30%	ELPAC Scores 1: 4.71% 2: 1.76% 3: 1.51% 4: -8.02%
17	College & Career Indicator (CCI) on California Dashboard	2023 California Dashboard CCI Indicator All: 51.1% prepared) SWD: 9.4% prepared SED: 39.9% prepared	2024 California Dashboard CCI Indicator All: 52.5% prepared SWD: 5% prepared SED: 37.8% prepared		2026 California Dashboard CCI Indicator All: 54.1% prepared SWD: 14.4% prepared SED: 44.9% prepared	California Dashboard CCI Indicator All: 1.4% prepared SWD: -4.4% prepared SED: -2.1% prepared

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.

Overall, the implementation of the actions for Goal 1 has been fully implemented. 7 of 10 were fully implemented, and 3 of 10 were implemented partially. The most successful aspects of the District's implementation of these actions are: Academic support through actions 1, 2, 4, 5, 7, 9, and 10 was a strength. The district has demonstrated strong implementation and effectiveness in professional development, AVID, CTE pathways, intervention programs, and equitable resource distribution. For 1.7, Intervention and Supports (LREBG funded), Reading Interventionists at all 5 elementary sites utilized the SPIRE research-based curriculum to deliver the reading intervention to students. Math Interventionists at each elementary determined that they will not use a replacement curriculum but supplement using a variety of platforms after they re-teach or pre-teach the adopted text. Math continues to be an area of focus, evidenced by the decline in our overall proficiency in math scores. GUSD also had strategic planning and attention to our EL data using our Ellevation platform and EL support leads. Professional Development has been a priority this year with a continued focus on conferences, early release or late start days weekly, 2 district-wide professional development days, and our Educator Effectiveness Academies, which are targeted and self-selected opportunities for professional growth.
Challenges persist in the three partially implemented actions, which are areas of summer school effectiveness (Action 1.8 Extended School Year), dual enrollment expansion (Action 1.3 College & Career Readiness), and quantitative EL achievement (Action 1.6 Supporting EL Achievement). Moving forward, refining Tier 1 instruction, strengthening dual enrollment opportunities, and intervention/inclusion strategies will be key focus areas for continued improvement. Our 25-26 professional learning plan is focused on best first instructional strategies as well as behavioral intervention strategies (SEL and restorative practices), all centering around MTSS tier I actions. One emphasis will be in the area of the science of reading. The science of reading impacts the earliest of readers in the areas of phonological awareness, but also as students grow in the areas of prosody and fluency. Then this impacts comprehension, inferencing, application, and all content areas, including math and science, which will impact our state test scores, our goal area of focus.

Educator Capacity (Action 1.4) – This area has been fully implemented and is highly effective. Professional development opportunities, leadership academies, and instructional rounds have strengthened instructional practices. The ability for sites to choose conferences using Title II funds has expanded access to relevant PD.

AVID Implementation (Action 1.1) – The district has established AVID at multiple schools with support from an AVID district representative, ensuring consistency in curriculum delivery for middle-range GPA, low-income, and foster youth students.

Equitable Distribution (Action 1.2)– The district has ensured an equitable distribution of technology, digital tools, and instructional materials, supporting students who qualify as low-income, foster youth, or English Learners.

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

There have been some material differences (20% or more) between the Budgeted and Estimated Actual Expenditures for Goal 1.
1.1: No material difference
1.2: The material difference in this action was due to providing increased online textbooks and support for students in need.
1.3: The material difference for this action was due to the use of A-G Grant funding for some expenses.
1.4 The material difference was due to the use of Educator Effectiveness one-time funds.
1.5 The material difference was due to a Chromebook refresh of approximately $380k. As we look at the potential of increased costs, this budget will be increased in the 2025-2026 year.
1.6 The material difference in this action was due to the use of Title III funding for curriculum and support programs for English Learners.
1.8 The material difference for this action was due to the use of LREBG in summer 2024 and the restructuring of summer support for K-7 general education students.

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

Overall, the district did not yet meet the three-year goal of 64.84% Met or Exceeded on the ELA CAASPP (61.22% Met or Exceeded) or 54.47% for Math CAASPP (50.77% Met or Exceeded). Additionally, the district did not yet meet the three-year CAST goal of 43.26% Met or Exceeded (38.23% Met or Exceeded). However, our declines were very small. Assessment data for the Spring 2025 CAASPP administration will not be available until late 2025. We look forward to tracking progress and using those results to inform our decisions. Student Achievement will continue to be a fundamental goal for the LCAP data analysis with an increased focus on specific actions and measurable goals.

Action 1.1 AVID was effective. Evidence of the effectiveness includes an increase of 62 students enrolled in the AVID electives at secondary, the addition of GUSD's one continuation high school as an AVID site focusing on school-wide Focused Notetaking, moving GUSD from 6 of 9 to 7 of 9 AVID sites. Additionally, we continue to be fully staffed with AVID tutors, and 100% of our AVID seniors were accepted to at least one 4-year college this year. AVID was also mentioned in multiple groups at the Partner Advisory Meeting as a valuable and recommended tool/resource for increasing academic achievement and rigor. CAASPP ELA (metric 1.4) data shows an overall decline of .62% to 61.22% in all students, a decline of 2.39% to 46.27% in SED students, and an increase of 1.39% to 12.26% in EL students. CAASPP math data (metric 1.13) shows an overall decline of .07% to 50.77% in all students, a decline of 3.53% to 34.42% in SED students, and an increase of 7.92% to 17.86% in EL students. Although CAASPP data has not yet shown an increase, the increase in targeted and focused increase of rigor is anticipated to have an impact over time.

Action 1.2 Equitable Distribution was effective. GUSD continues to be a 1:1 district for all students, completed a refresh of over 1000 devices to ensure a stable and updated supply, and will continue to budget for a refresh. In addition, we have resources such as hot spots as needed. Our two Title I schools led the way with advanced technology, with the purchase of 60 Promethean boards.

Action 1.3 College & Career Readiness was partially effective. Evidence of the effectiveness includes the overall increase in the CCI by 1.5% to 52.5% prepared as well as A-G completion increasing overall by 1.9% to 57.9% of students, and specifically, Students with Disabilities increasing by 0.7% to 8.9% of students. Additionally, meeting through AP exams increased by 7.5% to 52.2%. However, evidence of some ineffectiveness includes the decline in the area of CTE pathway completion by 2.5% overall and Students with Disabilities by 4.4%. Additionally, on the CCI, although the overall population increased, SWD decreased by 4.4% to 5% prepared. This continues to be an area of focus as our counselors and case carriers work with our SWD student group. We have partnered with College Wise for writing boot camp for improved essays for college applications. We have finalized the Aviation pathway. Through our FPM process, we have made improvements to our CTE syllabi and course selections, and enrollments. We are still working on dual enrollment. Both Middle Schools continue with Career Fairs, and we continue to have career family district-wide education nights.

Action 1.4 Educator Effectiveness led to measurable improvements in instructional practices. Evidence of the effectiveness includes professional development opportunities, leadership academies, and instructional rounds that have strengthened instructional practices. The ability for sites to choose conferences using Title II funds has expanded access to relevant PD. LCAP staff survey also shows an increase in the topic of Professional Development by 3% to 49% favorable response with classified staff and an increase by 1% to 39% favorable with certificated staff. AT the LCAP Education Partner Meeting, a focus on engagement and supporting student behavior and SEL was recommended. This remains

a district focus with the intent that as we improve the capacity of our staff and leadership, we see an increase in all test scores, reclassification rates, and an increase in access to a broad course of study, and an increase in implementation of state academic standards as measured by local indicators on the dashboard.

Action 1.5 Innovative Technology was effective. Evidence of the effectiveness includes the full 1:1 implementation of devices for students. The district also approved a refresh of over a thousand devices to ensure continued support of 1:1 technology. Additionally, site technicians are available to sites, and all elementary schools have a dedicated technician. Each school site has a teacher technology lead. In order to ensure professional development opportunities for the tech staff, site techs were offered the opportunity to attend Google Admin Training, topic-specific webinars, and monthly collaborative meetings with the entire tech team. Analysts attended the annual CITE conference and were invited to CITE regional meetings. Specialists were invited to participate in CITE virtual training modules. One Senior Analyst is attending the TMAP training via CITE, and the Chief Technology Officer is participating in the CITE Technology Procurement Academy.

Action 1.6 Support EL Achievement was partially effective. Evidence of the partial effectiveness includes EL students making a 1.39% gain to 12.26% on CAASPP ELA, and a 7.93% increase to 17.86% on CAASPP Math. However, LTEL at 3.23% proficient in both ELA and Math is a focus of growth. In regards to the English Learner Progress Indicator (metric 1.8), there was a 6% decline to 45.3% and a 3.3% decline to 12.3% of ELs reclassified (metric 1.9). In addition, ELPAC scores (metric 1.16) showed an increase of 4.71% to 17.44%, a 1.76% increase in level 2 to 24.42%, a 1.51% increase of level 3 to 38.37%, and an 8.02% decrease to level 4 to 19.77%. As mentioned above, one emphasis for the 2025-26 year will be in the area of the science of reading. The science of reading impacts the earliest of readers in the areas of phonological awareness, but also as students grow in the areas of prosody and fluency. Then this impacts comprehension, inferencing, application, and all content areas, including math and sciences, which will impact our state test scores, our goal area of focus.

Action 1.7 Academic Support and Intervention was effective. Evidence of the effectiveness includes two credentialed interventionists at each elementary school site as well as instructional aides to support those programs. The Reading Interventionist at each elementary site utilizes the research-based SPIRE Curriculum. Math Interventionists use a variety of instructional tools, including Do the Math and Bridges, as well as push-in Supports. Tiered intervention supports were a recommendation given by multiple groups at the LCAP Educational Partner meeting. CAASPP ELA (metric 1.4) data shows an overall decline of .62% to 61.22% in all students, a decline of 2.39% to 46.27% in SED students, and an increase of 1.39% to 12.26% in EL students. CAASPP math data (metric 1.13) shows an overall decline of .07% to 50.77% in all students, a decline of 3.53% to 34.42% in SED students, and an increase of 7.92% to 17.86% in EL students. Intervention data, including measurement based on STAR data given at the beginning of the year and mid-year, showed 55% overall growth in STAR reading and 62% overall growth in STAR math for those students in intervention. Mid-year data from Fall to Winter STAR assessments reflect notable progress, highlighting the impact of research-based intervention programs and responsive instruction models. The percentage of students served in reading interventions ranged from 8.3% to 11.7% per site. Despite overall gains, exit rates from intervention remain low (ranging from 2% to 4.6%), indicating that while students are progressing, many still require continued support to reach grade-level benchmarks. All schools met or exceeded the expected 20% average growth from Fall to Winter. Math intervention exit rates were slightly higher than reading (ranging from 1.0 to 2.7 students per site), indicating some success in accelerating students toward grade-level proficiency. While growth is evident, exit rates suggest a need for continued support, extended time in intervention, or layered Tier 2 strategies.

Action 1.8, Extended School Year, was partially effective. Evidence of the effectiveness is related to ESY for students with IEPs. 154 Pre-K-7 students and 47 grade 8-11 students in Special Education participated in ESY during Summer 2024. The Adult Transition Program had 38 students participate.

General Education Student enrollment was challenging, time-consuming, and ineffective. CAASPP ELA (metric 1.4) data shows an overall decline of .62% to 61.22% in all students, a decline of 2.39% to 46.27% in SED students, and an increase of 1.39% to 12.26% in EL students. CAASPP math data (metric 1.13) shows an overall decline of .07% to 50.77% in all students, a decline of 3.53% to 34.42% in SED students, and an increase of 7.92% to 17.86% in EL students. Even with a reduction in classes from 2023 to 2024, grades K-4 had 269 students (of the 500+ invited), and grades 5-7 had 118 enrolled (of the 200+ invited). Alterations such as moving sites, adding engaging special rotations like STEAM and art, providing designated EL classes by EL level, and working with teachers to refresh the curriculum did not make a significant positive impact. An additional factor is the fact that 60% of the students enrolled were repeats from the prior year. Demonstrating that they are not attending and catching up, but continuing to struggle despite attendance. Student attendance averaged 80% positive attendance. Due to these challenges, the summer support for K-7 struggling learners has been revised to provide credentialed

teacher support to our most in-need students via Summer Acceleration Boot Camps at both Title I schools and through the ELOP summer program. High School and ESY for students with IEPs will continue to be offered.

Action 1.9 GATE (Gifted and Talented Education) was effective and continues to be one of the most robust programs in the region. Evidence of the effectiveness is the continued screening of all 3rd-grade students during the school day and utilizing a program that allows instructions to be delivered in multiple languages to increase access for English Learners. GUSD offered approximately 35 workshops, 1 field trip, and had 117 elementary students participate in GATE workshops (an increase of 10 students) for a total of 239 enrollments.

Action 1.10 Innovative Programs was effective. Evidence of the effectiveness includes the continuation of the Dual Language Program with the addition of a new Kindergarten class for the 2025-26 school year and the roll-up of the current class to 1st grade. There continues to be a waitlist for interested English-only families. In addition, the new STEAM Labs at each elementary site have been a roaring success. Not only are the labs in use with the one rotating STEAM teacher, but an increasing number of teachers are now using the labs on their own. To expand capacity for interested teachers, there will be a Summer STEAM Camp for at least 3 teachers per site. This cohort will then meet quarterly throughout the year to learn, collaborate, and plan their use of the STEAM Lab as well as the incorporation of STEAM activities and lessons in their own classrooms. VAPA programs expanded with numerous offerings, including the elementary art classes for all students in grades 1-3 with two full-time rotating teachers and two instructional aides to support. We also hired a full-time VAPA Coordinating Teacher (increased from20% in 2023-24) using Prop 28 funds, thus expanding the support and organization of our Visual and Performing Arts programs.

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.

Metric 1.4: Baseline data added and target changed to add LTEL student group.

Action 1.7: Edits made to identify this action as LREBG action

Actions 1.6 and 1.7: Edited to identify as Differentiated Assistance actions.

Goal 1.8: Added LTEL data to baseline and target.

Action 1.8: Funding changed due to other funding sources and programmatic shifts.

Metric 1.13: Baseline data added for LTEL student group.

Metric 1.14: baseline data for CAST was corrected to 40.26% (rather than 30.18%) met or exceeded. Due to this, we have changed the target outcomes for year 3 to 43.26% to keep the 3% gain as the target.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 AVID	AVID teachers and tutors will deliver the elective curriculum and supporting skill instruction to low-income and foster youth with grade point averages in the middle range, at Sellers Elementary, La Fetra Elementary, Sutherland Elementary, Goddard Middle School, Sandburg Middle School, and Glendora High School. The AVID district representative will support AVID implementation and certification	$582,293.00	Yes
2	1.2: Equitable Distribution	The district will equitably provide technology devices, digital tools, textbooks/instructional materials, internet access, device coverage, and other supports for students who qualify as low-income, foster, and/or EL/LTEL.	$26,140.00	No
3	1.3. College and Career Readiness	Dual Enrollment, CTE Pathways, and student certifications that facilitate transition into the workforce and/or college. Programs and processes that increase access at both high schools for students in our unduplicated count as well as those in special education, the subgroup qualifying for Differentiated Assistance for the cycle of 2024-2027, will be an emphasis. Additionally, outreach regarding post-secondary education options will begin earlier, targeting students in grades 7-9 through family education night events	$208,841.00	No
4	1.4. Educator Capacity	The district will provide strategic and comprehensive professional development to build instructional, support, and leadership capacity for a variety of staff groups. Examples of professional development opportunities include but are not limited to articulation, collaboration, induction, workshops, guest speakers, conferences, etc.	$218,645.00	No
5	1.5. Innovative Technology	The district will continue to invest in innovative technology and 1:1 devices for students and teachers. The district will support the use of innovative technology to enhance student engagement, collaboration, and learning. In addition, the district will provide Site Technicians and stipends for teachers who serve as the designated technology leaders on their sites and serve as a first layer of support.	$638,210.00	No
6	1.6 Support EL Achievement	The district will provide staffing, programs/resources, as well as professional development in ELD standards to support equitable access of our EL/LTELs to growth in all academic areas. Staff will use district-adopted language acquisition programs as well as the EL platform to deliver and support instruction to EL/LTEL students. (Priority 2, 8)	$590,271.00	Yes
7	1.7. Academic Support and Intervention	The district will provide MTSS Tier 2 Interventionists in the area of reading and math at all levels including a dedicated teacher for each math and reading at all elementary sites. Additionally, instructional aides may be used to support the implementation of intervention programs and instruction. Instruction will target students not meeting standards according to local and state assessment data, specifically focusing on students in the subgroups of SED, Foster, and Homeless. Instruction will use a common system for assessment and progress monitoring. Research-based intervention supplemental and replacement curriculum, supplies, and a data analysis platform will allow for an enhanced and comprehensive implementation of supports for students not meeting academic standards, specifically focusing on students in the subgroups of SED, Foster, and Homeless. In support of Tier 1 MTSS, the district will provide research-based programs/resources and training for all classroom teachers. Research shows that the impact of MTSS lies in its	$1,856,305.00	Yes

		effectiveness in identifying and addressing learning needs early, providing targeted interventions, and improving academic outcomes. MTSS integrates data-driven decision making, evidence-based interventions, and a tiered system of supports to maximize student achievement. The action will be an LREBG-funded action, with $ 1,457,790.00 allocated, and aligns with allowable fund uses in the area of accelerating learning progress and providing pupil supports, and will be measured by metrics 1.4 CAASPP ELA scores and 1.13 CAASPP math scores.		
8	1.8 Extended School Year:	Certificated teachers and classified support staff will provide additional learning time to students who are English Learner (EL), Long-term English Learner (LTEL), low-income, and/or foster youth through summer school and before and after school programs at all school sites	$591,618.00	Yes
9	1.9 Gifted and Talented Program	The district representative overseeing GATE will continue to foster a robust program for gifted and talented education that specifically addresses the needs and provide opportunity for access to foster youth or low-income students.	$125,776.00	No
10	1.10 Innovative Programs	Maintain State of the Art Programs: Maintain our state-of-the-art programs offered to all students (e.g. VAPA, STEAM, dual immersion, Spartan Garden, etc.), and ensure that all curriculum adoptions are aligned with state-adopted timelines, standards, and frameworks.	$525,936.00	No

Goal

Goal #	Description	Type of Goal
2	Goal 2: Student Attendance & Engagement (Priority 5, 6, 8) GUSD will increase average daily attendance by 1.5% and decrease chronic absenteeism by 1% overall and by 3% specifically in SWD over the next 3-years through a focus on attendance awareness and support, student engagement, and a positive climate at each campus.	Broad Goal

State priorities addressed by this goal.

5, 6, 8

An explanation of why the LEA has developed this goal.

Chronic absenteeism is a concern across the state. According to the 2023 Dashboard, Glendora USD has 17.5% of students chronically absent, and both English Learners and Students with Disabilities are in red. Students with Disabilities in Very Low on CCI and red on Chronic Absentee qualified GUSD for Differentiated Assistance and provides further evidence for the necessity of this goal. Additionally, Filipino, Foster Youth, Hispanic, Two or More Races, and Socioeconomically Disadvantaged students are in orange. The 8 actions in goal 2 were developed to provide a variety of supports for student growth. In addition to attendance systems and education, positive school culture, connections, mental health personnel and resources, and basic resources such as clothing and supplies will ensure a multi-faceted support system. The metrics such as LCAP survey responses, number of interactions in support services such as our resource center, and chronic absentee rates for all and subgroups will help GUSD monitor progress toward the goal and refine actions as needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Student Support Specialist Data	As of March 31, 2024, the Student Support Specialist data shows 20, 495 Tier 2 intervention contacts, 243 Mental Health Service referrals, and 19, 769 visits to the Wellness Rooms.	As of March 31, 2025, the Student Support Specialist data shows 10,742 Tier 2 intervention contacts, 148 Mental Health Service referrals, and 15,934 visits to the Wellness Rooms.		Maintain Student Support Special contacts and supports	Tier 2 intervention contacts: - 9,753 Mental Health Service Referrals: - 95 Visits to Wellness Rooms: - 3,835

2	Chronic Absenteeism Rate (Priority 5) as measured by California School Dashboard Chronic Absentee Indicator for all students K-8	2023 California School Dashboard Chronic Absentee Indicator All: 17.5% SWD: 24% FY: 22.2% EL: 24% LTEL: 24.4% (2024 Dashboard) SED: 24.3% HI: 22.6% MR: 19.9% WH: 14.4%	2024 California School Dashboard Chronic Absentee Indicator All: 11.2% SWD: 19.3% FY: 20% EL: 11.3% LTEL: n/a SED: 18.5% HI: 15.3% MR: 8.4% WH: 8.8%		2026 California School Dashboard Chronic Absentee Indicator All: 16.5% SWD: 21% FY: 20% EL: 22% LTEL: 22% SED: 21.3% HI: 20.6% MR: 17.9% WH: 13.4%	California School Dashboard Chronic Absentee Indicator All: -6.3% SWD: -4.7% FY: -2.2% EL: -11.3% LTEL: n/a SED: -5.9% HI: -7.3% MR: -11.4% WH: -5.6%
3	Attendance Rates (Priority 5) as measured by Dataquest Positive Attendance rate	DataQuest for 2022-23 shows a positive attendance rate of 94.01%.	DataQuest/Aeries for 2023-24 shows a positive attendance rate of 95.23%.		DataQuest/Aeries for 2025-26: Positive attendance rate of 95.5%.	DataQuest/Aeries positive attendance rate increase of 1.24%.
4	Middle School Dropout Rate (Priority 5) as measured by CALPADS Fall 1 Report 8.1c - Student Profile - List	2022-23 Middle School Dropout Rate (Priority 5) as measured by CALPADS 0%	2023-24 Middle School Dropout Rate (Priority 5) as measured by CALPADS 0%		2025-26 Middle School Dropout Rate (Priority 5) as measured by CALPADS 0%	maintained at 0%

5	High School Dropout Rate (Priority 5) as measured by DataQuest: Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome	2022-23 DataQuest: Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome is .9%.	2023-24 DataQuest: Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome is .9%		2025-26 DataQuest: Four-Year or Five-Year Adjusted Cohort Graduation Rate and Outcomes > Adjusted Cohort Outcome: .5%	Maintained with 0 difference from baseline
6	High School Graduation Rate (Priority 5) as measured by CA School Dashboard: Graduation Rate Indicator	2022-23 CA School Dashboard: Graduation Rate Indicator: 97.2%	2023-24 CA School Dashboard: Graduation Rate Indicator: 95.2%		2025-26 CA School Dashboard: Graduation Rate Indicator: 97.7%	CA School Dashboard: Graduation Rate Indicator: -2.0%
7	Suspension Rate (Priority 6) as measured by CA School Dashboard: Suspension Rate Indicator	2022-23 CA School Dashboard: Suspension Rate Indicator All: 2.5% EL: 3.6% SWD: 5.4% LTEL: 6.3% (2024 Dashboard)	2023-24 CA School Dashboard: Suspension Rate Indicator All: 2.2% EL: 2.4% LTEL n/a SWD: 4.9%		2025-26 CA School Dashboard: Suspension Rate Indicator: All: 2% EL: 3.1% LTEL: 5.9% SWD: 4.9%	CA School Dashboard: Suspension Rate Indicator All: -0.3% EL: -1.2% LTEL: n/a SWD: -0.5%

8	Expulsion Rate (Priority 6) as measured by DataQuest Suspension and Expulsion Data > Expulsion Rate	2022-23 DataQuest Suspension and Expulsion Data > Expulsion Rate: 0%	2023-24 DataQuest Suspension and Expulsion Data > Expulsion Rate: 0%		2025-26 DataQuest Suspension and Expulsion Data > Expulsion Rate: 0%	DataQuest Suspension and Expulsion Data > Expulsion Rate maintained at 0%
9	LCAP Student Survey Feeling of Belonging at your School (question under Sense of Belonging topic)	Spring 2024 LCAP Student Survey - Feeling of Belonging at your School (question under Sense of belonging topic) All: 58% Non- SED: 59% SED: 54.25%	Spring 2025 LCAP Student Survey Feeling of Belonging at your School (question under Sense of Belonging topic) All: 59.5% favorably Non- SED: 61% favorably SED: 55.75% favorably		Spring 2027 Spring LCAP Student Survey Feeling of Belonging at your School (question under Sense of Belonging topic) All: 58% favorably Non- SED: 59% favorably SED: 55.25% favorably	LCAP Student Survey Feeling of Belonging at your School (question under Sense of Belonging topic) All: 1.5% increase in favorably Non- SED: 2% increase in favorably SED: 1.5% increase in favorably
10	LCAP Student Survey, Emotional Regulation topic	Spring 2024 LCAP Student Survey, Emotional Regulation All: 47% favorably non-SED: 49% favorably SED: 44.25% favorable	Spring 2025 LCAP Student Survey, Emotional Regulation All: 49% favorably non-SED: 49% favorably SED: 47.5% favorably		Spring 2027 LCAP Student Survey, Emotional Regulation All: 49% favorably non-SED: 51% favorably SED: 49.25% favorably	LCAP Student Survey, Emotional Regulation All: 2% difference from baseline on favorably, year 3 target achieved non-SED: 0% increase on favorably SED: 3.25% increase on favorably

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.

Overall, 6 of the 8 actions in Goal 2 were fully implemented, with actions 3 and 4 being partially implemented. A few of the Goal 2 strengths are within actions 1, 6, and 8. In Action 1, GUSD has systematized practices pertaining to student attendance. Thanks to an ongoing effort by our attendance clerks at their monthly Professional Learning Community meetings, attendance letters received by families are uniform; absences are coded in the same manner at all sites. SART and SARB meetings, when necessary, are focused on problem-solving and removing barriers to attendance, rather than being punitive in nature. Action 6 was a strength with our highly engaging 5th-grade visits to the middle school and 8th-grade visit to Glendora High. These visits not only help diminish some of the anxiety of moving to the next school site but also get students excited about it by sharing the opportunities to connect. Programs like WEB and LINK Crew also continue to work on building comfort and connections during the school year for the new 6th-grade and 9th-grade students. Action 8 was also a highlight for GUSD. Glendora Gives Family Resource Center is fully operational and available for all families within GUSD who identify as resource-insecure. Priority access for events hosted by Glendora Gives is given to students who are foster, homeless, and socioeconomically disadvantaged. For the second year in a row, Glendora Gives has hosted a Prom wear event, outfitting students in need with free Prom attire and accessories. Additionally, Glendora Gives partnered with Citrus College, providing free Prom hair and makeup appointments for the second year in a row. GUSD recognizes that when students have the necessary material resources, they are better connected to their school learning environments and more available for learning.

Goal 2, Action 3 is partially implemented. We have made great strides as we continue to have counselors and/or Student Support Specialists (SSS) at each site. We continue to provide Character Strong Tier 1 resources for all staff and Tier 2 curriculum and training as an additional resource for the counseling/SSS team. Though our elementary schools have implemented Tier I Social Emotional Learning curriculum, Character Strong, our secondary sites are still emergent with their endeavors into the curriculum. All comprehensive GUSD campuses have and utilize their Wellness Centers to promote healthy social-emotional outcomes for our students. Students have access to Wellness Centers and to their counselors throughout their school days. Foster Youth have access to FAFSA workshops and application support through their counselors at our comprehensive campus. Additionally, administrators continue to utilize other means of correction as a first response to disciplinary infractions, rather than home suspension.

Goal 2, Action 4 is partially implemented. Sites implemented a number of cultural celebrations, such as mariachi bands during Hispanic Heritage Month and Día de los Muertos traditions and celebrations. There were also assemblies for Black History Month at a few sites and celebrations for Chinese New Year at a few. Although there are cultural awareness activities and events at all school sites, the practice can continue to be improved by scheduling guest speakers and assemblies in advance for better booking and correlation with the events and focusing on a few different cultural events/months at each site.

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

There have been some material differences (20% or more) between the Budgeted and Estimated Actual Expenditures for the following Actions in Goal 2:
Action 2.1: The material difference for this action was due to the use of attendance grant monies.
Action 2: The material difference for this action was due to speakers donating their time and utilizing our internal nutrition services to reduce cost.
Action 4: The material difference for this action was due to the use of AMIM funds to purchase certain materials, such as culturally relevant book collections in libraries. An additional factor was that some site PTAs funded some of the speakers.
2.5 The material difference for this action was due to the use of the Children and Youth Behavioral Health Initiative (CYBHI) grant.
2.7: The material difference for this action was due to alternative funding sources for student surveys and meetings.
2.8 The material difference for this action was due to the use of generous community donations.

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

Action 2.1 Attendance and Supports has been effective. Overall, GUSD decreased chronic absenteeism rates in 2024. In 2023, our District had a chronic absenteeism rate of 17.5%. In 2024, this rate declined by 6.3%, measuring 11.2% of students as chronically absent. Systematizing our approach to attendance interventions and supports has been a contributing factor in improving our attendance rates. Ensuring that attendance clerks are equipped with the proper tools and knowledge track, monitor, and code data has

made a meaningful impact on our attendance data.

Action 2.2 Attendance Education for Education Partners has been effective. GUSD has made a concerted effort to bring our parent/guardian partners alongside of us in our attendance education efforts. As a result of our social media posts and targeted, parent/guardian attendance education nights, our families have a better understanding of the educational impact of absences. Formerly, GUSD saw elevated rates of student absences excused by parents/guardians for reasons of illness. In 2024, those rates fell, improving our overall attendance rates.

Action 2.3 Integrated, Systemic Approach to SEL, while partially implemented, has been effective. According to our local measure LCAP survey, our students report an increase in sense of belonging by 1.5%, as compared to our last survey administration. The increase for SED was 1.5% to 55.75% favorably. This increase is attributable, in part, to our concentrated efforts to standardize an approach to SEL content delivery through our implementation of Tier I Character Strong as well as universal access to campus Wellness Centers. Additionally, students report a 2% increase to 49% in the area of emotional regulation; notably, our SED students report an increase of 3.25% to 47.5% favorably. At the LCAP Educational Partner Meeting, Sense of Belonging and School Climate were listed as a strength at 5 of the 9 school site groups.

Action 2.4 Cultural Esteem was effective, although partially implemented. Evidence of the effectiveness of Cultural Events was that all school sites did at least one cultural celebration and/or awareness event, including Black History, Hispanic Heritage, and Asian American Pacific Islander, among other groups. Evidence of the effectiveness of Restorative Practices includes 49 teachers, 1 counselor, 6 site administrators, and 2 district administrators who were part of a Restorative Practices Cohort. Each cohort received two 3-hour training sessions, and 18 teachers had an in-class demonstration from the trainer, with an additional 15 observing an in-class demonstration.

Action 2.5 Maintain and Increase Counselors and Student Support Specialists was effective. GUSD students across all demographic areas have continued access to their School Counselors and Student Support Specialists. While Student Support Specialists serve all GUSD students, they are strategic in their support of Foster Youth and McKinney-Vento eligible students. Through the outreach of Student Support Specialists, families supporting Foster Youth and qualifying under McKinney-Vento receive access to resources, GUSD has better identified this population of students. Formerly, our McKinney-Vento students were not measurable on the California Dashboard, due to the small number. In 2024, with more comprehensive identification and outreach, our McKinney-Vento students are represented on the Dashboard and their chronic absenteeism rate decreased by 26.8%. In addition, SED students saw an increase of 3.25% to 47.5% favorably in response to Emotional Regulation on the LCAP Student Survey and an increase of 1.5% to 55.75% favorably in the area of Sense of Belonging on the LCAP Student Survey.

Action 2.6 Positive Climate and Connectedness was effective. Evidence of the effectiveness includes 56% of 6th-graders answering favorably to Sense of Belonging and 47% of 9th-graders answering favorably to Sense of Belonging, compared to 49% for all 6-12-grade students combined. In addition, all 5th-grade students had opportunities, including the 5th-grade visit to middle schools and the incoming 6th-grade WEB Orientation and tour. The entire 8th-grade class also visited Glendora High School for Future Tartan Day. Maintaining and supporting these events was a recommendation at the LCAP Educational Partner Meeting.

Action 2.7 Student Voice and Participation was effective. Evidence of the Effectiveness includes the Superintendent's Student Advisory Committee, which met 4 times and had 38 participants representing all 9 GUSD schools. 100% of our 4,497 students in grades 4-12 had the opportunity to provide feedback via the LCAP Student Survey, and 83.5% or 3,755 students completed the survey. 9 students attended the LCAP Educational Partner meeting on April 23, 2025, and the LCAP Educational Partner Follow-up Meeting on May 14, 2025, had 7 student participants.

Action 2.8 School Connectedness, Outreach, and Support was fully implemented and has been very effective in providing resources to our students and families in need. As of May 1, 2025, 441 students have been provided with free shoes, 67 families received food donations, over 600 students have received backpacks, 24 high school students received

Prom/Homecoming attire, and seven students benefited from formal event hair and makeup styling. In addition, Student Sense of Belonging as measured by the LCAP Student Survey increased by 1.5% to 55.75% favorable.

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.

Metric 2.2: Baseline data and target added for LTEL student group.
Metric 2.7: Baseline data and target added for LTEL student group.
Metric 2.9 Student Sense of Belonging and 2.10 Student Emotional Regulation baseline data were corrected to average the feedback from grades 4-5 and 6-12. Due to this, we have changed the target outcomes for year 3 metric 2.9 to all: 58%, non-SED: 59%, SED: 55.25%, and for metric 2.10 to All: 49%, non-SED: 51% SED: 49.25% to maintain the same percentage growth.
Action 2.8 was edited to slightly to add the metrics being used to measure success (2.2, 2.3, and 2.9).

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	2.1 Attendance Systems and Support	The district will utilize a progressive support program for attendance including parent letters, supportive attendance meetings (SART, SARB), home visits, etc. Additionally, the district will standardize and align attendance procedures host monthly best practice trainings for attendance staff, and utilize an attendance program to support positive attendance with related staff training.	$1,620.00	No
2	2.2 Attendance Education for Educational Partners	The district will provide Parent Education events, social media posts, and newsletter articles to provide information and education on excused and unexcused absences as well as the impact of chronic absenteeism.	$43,849.00	No
3	2.3 Integrated, Systemic Approach to Social Emotional Learning	The Director of Student and Family Support, Dean of Student Support, and site counselors will increase school connectedness for students who are low-income or foster youth by creating and implementing an integrated, systemic approach to Social Emotional Learning, character development, and supports to enhance student wellness at all school sites.	$371,498.00	Yes
4	2.4 Promote Cultural Esteem	Promote Cultural Esteem by providing programs, resources, and professional development in character development, bullying prevention, restorative practices, and culturally inclusive activities or events.	$5,097.00	No
5	2.5 Maintain increased Counselors and Student Support Specialists	The district will maintain Student Support Specialists at all school sites and guidance counselors at all secondary sites to support the social-behavioral and social-emotional success of students including strategic identification and inclusion of students who are foster youth and low-income.	$3,338,120.00	Yes
6	2.6 Positive Climate and Connectedness	Maintain opportunities for students to connect and engage including a focus on positive school climate and support as they transition grade spans including 5th-grade visits to middle schools, WEB, Link Crew, Future Tartan Day, and Future Tartan Parent Nights.	$6,152.00	No
7	2.7 Student Voice and Participation	The district will maintain a focus on student participation and voice through opportunities such as the Superintendent's Student Advisory Committee, student surveys, and student leadership	$0.00	No

		opportunities.		
8	2.8 School Connectedness, Outreach, and Supports	The Director of Student and Family Support Services will sustain the Glendora Gives family resource center for students who are homeless, foster, and socioeconomically disadvantaged to increase student engagement (measured via metric 2.9 sense of belonging) and attendance (measured via metrics 2.2 and 2.3) by removing barriers and further developing school connectedness and establishing systematic outreach and support.	$3,800.00	Yes

Goal

Goal #	Description	Type of Goal
3	Goal 3: Family and Community Engagement (Priority 3, 8) Glendora Unified will encourage and provide opportunities to engage family and community partners including communication access in multiple languages. Particular focus will be to engage families of our underrepresented youth including but not limited to English Learners, Socioeconomically disadvantaged, students with disabilities, and foster youth as measured by the number of district-level family engagement opportunities.	Broad Goal

State priorities addressed by this goal.

3, 8

An explanation of why the LEA has developed this goal.

Although 81% of families who responded to the 2024 LCAP Survey state Barriers to Engagement are "not a problem at all or small problem" and 81% state "the school is welcoming to parents," only 28% of families say they are quite or extremely involved (daily), but 41% monthly. Although these are in the 60th percentile nationally as a whole, there is great room for improvement and Glendora has a focus on family engagement and families as partners in their student's education. The 3 actions in goal 3 are designed to work together to communicate events, opportunities, and happenings as well as facilitate parent engagement and involvement. The metrics including LCAP Survey responses and parent participation will enable us to track progress and fine-tune actions or supports as needed.

Measuring and Reporting Results

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

1	Parent Input in Decision Making (Priority 3) as measured by Family Engagement Opportunities	As of March 31, 2024, GUSD had held over 40 meetings for parents/families and had over 5,893 participants. (Parent Nights, 27 events with 5,672 participants; SpEd 4 meeting,73 parents; GATE 1 meeting with 74 parents, Pathfinder series 2 meetings with 57 participants, and Parent Advisory Committee held 3 meetings with 17 participants).	As of March 31, 2025, GUSD had held over 50 meetings for parents/families and had over 6000 participants. (Parent Nights, 5 events with 400 participants; SpEd 2 meeting with 37 parents; GATE 1 meeting with 74 parents, Pathfinder series 6 meetings with 90 participants, and Parent Advisory Committee held 2 meetings with 20 participants in addition to various events such as Open House and Back to School Nights).		Maintain at least 40 combined opportunities for family engagement and education district-wide.	Opportunities: +10 Participants: +107
2	LCAP Family Survey: Barriers to Engagement	2024: 81% of families who responded to the LCAP Survey state Barriers to Engagement are "not a problem at all or small problem"	2025: 83% of families who responded to the LCAP Survey state Barriers to Engagement are "not a problem at all or small problem"		2027: 84% of families who respond to the LCAP Survey state Barriers to Engagement are "not a problem at all or small problem"	increase of 2% of families who responded to the LCAP Survey state Barriers to Engagement are "not a problem at all or small problem"
3	LCAP Family Survey: The School is Welcoming to Parents	2024: 81% state "the school is welcoming to parents"	2025: 84% state "the school is welcoming to parents"		2027: 84% state "the school is welcoming to parents"	+ 3% state "the school is welcoming to parents" (Target met)

4	Parent Input in Decision Making (Priority 3) as measured by opportunity for participation in ELAC, DELAC, SSC, LCAP Partner Meeting, and GUSD Superintendent's Parent Advisory Committee	2024: 110 parents participated in either DELAC, ELAC, SSC, LCAP Partner Meetings, or the Superintendent's Parent Advisory Committee.	2025: 120 parents participated in either DELAC, ELAC, SSC, LCAP Partner Meetings, or the Superintendent's Parent Advisory Committee.		2027: Maintain a minimum of 75 parents participating in either DELAC, ELAC, SSC, LCAP Partner Meetings, or the Superintendent's Parent Advisory Committee.	+10 from baseline

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.

Overall, 3 out of 3 actions within this goal have been fully implemented. Areas of strength are the communication methods and platforms utilized within the district. All district and school site websites maintain a uniform and user-friendly experience as well as increased accessibility. The continued use of ParentSquare also allows another mode of communication, which enables families to select the time and method of delivery, and their preferred language. The district continues to utilize ClassIntercom for more streamlined social media usage and maintains multiple outlets to meet our partners where they are most comfortable. Let's Talk continues to be available on our websites to provide another means of communication and streamline the delivery of inquiries to the responsible party for more rapid responses. Family Education Nights were successful and included multiple topics and opportunities, and child care and food were offered as needed to reduce barriers to parent/guardian participation. In the 2024-25 school year, seven District-level parent/guardian/family education nights were held, with upwards of 500 participants in total. To reduce barriers to participation, parents/guardians were encouraged to bring their children, and food was provided to families.

Parent voice continued through the LCAP Survey and multiple parent meeting opportunities, including but not limited to Superintendent’s Parent Advisory Committee, LCAP Partner Engagement Committee meetings, School Site Council, PTA site and district council meetings, ELAC and DELAC committees, etc. GUSD continues to focus on two-way parent engagement and communication to increase family partnership and ensure the best possible outcomes for students.

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

There was a material difference (20% or more) between the Budgeted and Estimated Actual Expenditures for the following action under Goal 3:

3.2 The material difference for this action was due to presenters donating their services and using internal nutritional services.
3.3 The material difference for this action was to fund Panorama surveys for LCAP Parent/family survey. The ongoing budget will be adjusted accordingly.

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

Action 3.1 Communication Systems was effective. Evidence of the effectiveness includes maintaining communication systems with multiple platforms, including ParentSquare, websites, social media, and a digital newsletter, as well as a focus on access in multiple languages and enabling available accessibility options. In addition, we added attendance communication through Everyday Labs, which enables two-way communication and attendance support resources. Families are able to opt out of these communications. However, only .5% have chosen to opt out for letters, and .16% opted out of texts. In the 2024-25 school year, 337 families participated in two-way communication via phone call or engagement with the EveryDay Labs chatbot to glean more information on available resources. On the LCAP Family Survey, there was a 2% increase to 83% of families who responded to the LCAP Survey stating Barriers to Engagement are "not a problem at all" or a "small problem". This was stated as a strength by 6 of the 9 groups at the LCAP Educational Partner Meeting. In the LCAP Family Survey, 82% of respondents state communication is not a barrier for their school engagement (increase of 1%), and 79% respond favorably that information sharing from school is not a barrier to their engagement (increase of 1%). Also, 90% of families continue to respond favorably that the schools communicate well with people from their cultures.

Action 3.2 Family Education Nights was effective. Evidence of the effectiveness includes LCAP Parent Survey results showing an increase of 3% to 84% of respondents stating "the school is welcoming to parents." As of March 31, 2025, GUSD had held over 50 meetings for families/parents and had over 6000 participants. Some of these gatherings were Open Houses and Back-to-School Nights. Additionally, four events specific to the needs of parents/guardians of students with disabilities were held, garnering 73 participants; one GATE meeting included 74 participants, and six Pathfinder meetings included 90 participants. A series of family movie nights was also introduced during the 2024-25 school year; these documentary film screenings targeted online safety. GUSD saw families attending these events together, averaging 75 participants per screening. Finally, we ended our family education nights with a college night, targeting younger students in grades 7-9, to begin strategizing for the admissions process. Similar to the prior year, this end of the year family night saw just under 100 participants.

Action 3.3 Family and Community Voice was effective. Evidence of the effectiveness includes the continuation of the Superintendent's Parent Advisory Committee, which had 2 meetings with 20 participants each. Additionally, the Educational Partner Meeting on April 23, 2025, had 13 parent participants, and the LCAP Educational Partner Follow-up Meeting on May 14, 2025, had 12 parent participants. The LCAP Family Survey had 880 responses representing all 9 school sites. AT the LCAP Educational Partner Meeting on April 23, 2025, recommendations were made to increase family participation in the LCAP Family Survey through means such as flyers with a QR code for extremely low participation sites. Parents participated in a number of district committees and educational events. 80 parents participated in either DELAC, ELAC, or their SSC.

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.

n/a

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	3.1 Communication Systems	Maintain communication systems with multiple platforms including ParentSquare, websites, social media, and digital newsletter, and focus on access in multiple languages and enabling available accessibility options.	$6,940.00	No
2	3.2 Family Education Nights	The district will hold a variety of family engagement nights to increase knowledge of our programs and further connect families to the district and schools such as attendance, school safety, literacy, college awareness, and available resources.	$25,815.00	No
3	3.3 Family and community voice	The district will maintain opportunities for family voice and input through opportunities such as DELAC, the Superintendent’s Parent Advisory Committee, and Surveys.	$20,215.00	No

Goal

Goal #	Description	Type of Goal
4	Goal 4: Safe Schools (Priority 1, 6) The district will maintain physically and digitally safe school environments to ensure students and staff are supported in their teaching and learning endeavors.	Broad Goal

State priorities addressed by this goal.

1, 6

An explanation of why the LEA has developed this goal.

According to the spring 2024 LCAP Survey, 76% (40th percentile nationally) of families respond favorably to school safety measures, and 66% (80th percentile nationally)of students. 63% of families and 69% of students responded favorably to Almost Never or Once in a While worry about violence in their school. In order to learn, the district believes providing a physically and digitally safe environment is key to allowing students to focus on their academic learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	2023: 100% of school sites rated in "good" repair or better	2024: 77% (7 of 9) schools received a "good" repair, while 2 of the 9 received "fair"		2026: 100% of school sites rated in "good" repair or better	-23% (7 of 9, rather than 9 of 9) schools received a "good" repair

2	Student Perception of School Safety and Connectedness (Priority 6) as measured by GUSD LCAP Student Survey topic School Safety favorable response rate	Spring 2024 GUSD LCAP Student Survey topic School Safety favorable response rate: 65.5%	Spring 2025 GUSD LCAP Student Survey topic School Safety favorable response rate: 68.5%		Spring 2026 GUSD LCAP Student Survey topic School Safety favorable response rate: 67%	GUSD LCAP Student Survey topic School Safety favorable response rate increase by 3%
3	Parent Perception of School Safety and Connectedness (Priority 6) as measured by GUSD LCAP Family Survey topic School Safety favorable response rate	Spring 2023 GUSD LCAP Family Survey topic School Safety favorable response rate: 76%	Spring 2025 GUSD LCAP Family Survey topic School Safety favorable response rate: 78%		Spring 2026 GUSD LCAP Family Survey topic School Safety favorable response rate: 77.5%	GUSD LCAP Family Survey topic School Safety favorable response rate increase by 2%
4	Teacher/Staff Perception of School Leadership as Measured by LCAP Staff/Teacher Survey	68% (70th percentile nationally) of respondents responded favorably in their perception of school leadership at their site	65% (60th percentile nationally) of respondents responded favorably in their perception of school leadership at their site		75% of respondents respond favorably in their perception of school leadership at their site	-3% of respondents responded favorably in their perception of school leadership at their site

5	Teacher Perception of School Safety and Connectedness (Priority 6) as measured by GUSD LCAP Survey topic School Safety favorable response rate	Spring 2024 LCAP Survey Teacher/Staff Belonging: 51.5% favorably Spring 2025 LCAP Survey Teacher/Staff Safety & Connectedness: 77% responded with "not at all unsafe" or "slightly unsafe" (combined teacher and staff average for How unsafe do you feel at your school?")	Connectedness (Belonging): 65% Safety: n/a		LCAP Survey Teacher/Staff Safety & Connectedness: Connectedness: 60% favorably Safety: 80% responded with "not at all unsafe" or "slightly unsafe"	Connectedness: +13.5% Safety: n/a, baseline was set in Spring 2025 Survey

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.

Overall, 4 of the 5 actions were fully implemented, and one was partially implemented in goal 4. A strength was in the area of Safe Schools, action 4.1. There was an overall increase in physical safety with the maintenance of Campus Security at secondary sites and the continuation of the two School Resource Officers. There was also an increase in feeling of safety by 3% overall with students in grades 4-12 and by 2% with families. For the LCAP staff survey, 89% of classified staff and 90% of certified staff responded favorably (almost never, once in a while, or sometimes) regarding whether they ever worry about violence at their school. Another success is the creation and fitting of the Emergency Response Trailer. This has been stocked and is ready to deploy should there be an emergency either at one of our sites or if there is a need for an evacuation to an alternate location. Of course, the hope is to never need to utilize this, but it is important to be prepared to support GUSD staff and students if needed. Action 4.2, Maintenance of Facilities, was partially implemented and will be a focus for improvement. Two of the 9 school sites received a “Fair” rating due to deficiencies such as stained ceiling tiles, lights out, or securing bookshelves. These district-level items have all been repaired/replaced. The site-based items, such as removal of air fresheners or storage bins on top of cabinet,s have been assigned to site custodians and administrators for repair.

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

There have been some material differences (20% or more) between the Budgeted and Estimated Actual Expenditures for the following actions under Goal 4:

4.1 The material difference was due to the funding of two full-time School Resource Officers (SROs). The budget for this action will be increased for the remainder of the cycle.
4.3 The material difference was due to including the SROs and security personnel in this budget. They have been moved to 4.1 to correct for the remainder of the LCAP cycle.
4.4 The material difference for this action was due to the lack of a cybersecurity position. Planning/assessment was budgeted, but we were able to get a free assessment due to the CTO winning a raffle.
4.5 The material difference was due to the initial costs of establishing the trailer. Future budget will be $0 and will be maintained through donations and/or LCFF funding.

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

Action 4.1 Safe Schools was effective. Evidence of the effectiveness includes that the district maintained Campus Security staff at all school sites and has two full-time School Resource Officers. School Safety was noted as a strength in 7 of the 9 site groups at the LCAP Educational Partner Meeting on April 23, 2025. The LCAP Survey topic on School Safety also showed effectiveness with 70% of students in grades 4-5 (increase of 4%), 67% of students in grades 6-12 (increase of 2%), and 78% of families (increase of 2%) responding favorably. For the LCAP staff survey, 89% of classified staff and 90% of certified staff responded favorably (almost never, once in a while, or sometimes) regarding whether they ever worry about violence at their school.

Action 4.2 Maintenance of Facilities was partially effective. Evidence of the effectiveness includes that 7 sites received "Good" ratings on the FIT Reports. Evidence of partial effectiveness and an area for growth is with the 2 school sites that received a "Fair" rating on their FIT reports. The deficiencies that were district-directed, such as stained ceiling tiles, lights out, or securing shelves, have been remedied. All site-based deficiencies, such as air fresheners or storage bins on top of cabinets, have been assigned to the site custodian and administrator for repair.

Action 4.3 Technology Infrastructure for Safe Schools was effective. Evidence of the effectiveness includes continued maintenance and support of robust systems, content filtering, emergency management, and technology infrastructure. All schools utilize the Raptor Visitor and Volunteer Management System, including the online volunteer application, which allows the district to process over 1,300 volunteer applications this school year. PA systems have been routinely maintained, and nearly all schools now have integration that allows paging from any phone on campus, improving emergency communication capabilities. A digital display board was also added to the ASL classroom at Glendora High School, increasing accessibility to emergency communications for deaf and hard-of-hearing individuals. The district continues to use Securly for content filtering, wellness alerts, and classroom management, and expanded this service to include Securly On-Call for 24/7 wellness monitoring and Securly Home to support families with student device management at home. Additionally, the district continues to support Catapult K12 for emergency management, ensuring that staff can coordinate and respond effectively to incidents.

Action 4.4 Digital Security was partially effective. Evidence of the partial effectiveness includes maintenance of current endpoint security, firewall, and on-prem backup hardware, coupled with cloud-based redundant backups. DUO MFA for users accessing the network remotely and ClassLink MFA for all users is utilized. Newly hired employees are now required to complete initial cybersecurity training as part of the onboarding process. The senior IT team engaged in cybersecurity learning via webinars and a comprehensive penetration test with CISA. We do not have dedicated staffing for planning, implementing, and monitoring related to cybersecurity.

Action 4.5 Emergency Response Trailer was effective. Evidence of the effectiveness includes the readiness of the trailer itself and that it is fully stocked with emergency supplies, including materials, food, water, and supplies to support students, staff, and reunification plans.

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.

Metric 4.2 LCAP Student School Safety baseline was corrected to reflect the average of grades 4-5 and 6-12. In order to maintain the same growth goal of 1.5%, the 3-year target was changed to 67%.

Metric 4.5: Baseline data and target data added.

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	4.1 Safe Schools	The district will implement protocols and systems at all school sites that promote safety and security for all students and staff. This will include the maintenance of safety personnel and school resource officers (SRO) funded in conjunction with the Glendora Police Department.	$358,000.00	No
2	4.2 Maintenance of Facilities	Maintenance of Facilities in “Good” or “Exemplary” repair as measured by the Facility Inspection Tool (FIT).	$0.00	No
3	4.3 Technology Infrastructure for Safe Schools:	The district will maintain and support systems for safe schools including visitor and volunteer management, PA systems, content filter, emergency management system, maintenance/upgrading of technology infrastructure to support safety including cell/wifi coverage in emergency evacuation areas, and other school safety and monitoring technologies.	$638,660.00	No
4	4.4 Digital Security	Maintain and support systems and staffing to ensure the safety of the district network including endpoint security, firewall, layered data backups, multi-factor authentication, professional development for staff, and dedicated staffing for planning, implementing, and monitoring related to cybersecurity.	$0.00	No
5	4.5 Emergency Response Trailer	Build and maintain an Emergency Response Trailer equipped with essential supplies to swiftly and effectively respond to emergencies throughout the district and community.	$0.00	No

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
$4,185,109.00	

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
5.88%	0.00%	$0.00	5.88%

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
Goal 1, Action 1	According to the California Dashboard, there is an achievement gap between all students and the student groups of SED and Foster Youth. English Language Arts indicator shows all students at green (26 points above standard) and SED in orange (5.8 points below standard) and Foster Youth with no performance band (134 points below standard). In the Mathematics indicator, all students show green (.2 points below standard), SED in yellow (35.9 points below standard), and Foster Youth with no performance level (71.7 points below standard). This data was recognized by Educational Partners at the Partner Meeting and the importance of the supports like AVID was expressed.	AVID is a research-based program that has demonstrated effectiveness in meeting the needs of all learners, including unduplicated pupil groups such as low-income students, English language learners, and foster youth. By equipping students with essential skills and resources, AVID significantly improves student achievement. National research highlights the success of AVID, and locally, GUSD's data reflects this trend. GUSD AVID students in 8th grade have an average GPA of 3.47, compared to 3.21 for their non-AVID peers. By 12th grade, AVID students' GPA averages rise to3.59, surpassing the 3.41 average of non-AVID peers. Additionally, 100% of GUSD AVID seniors were accepted to at least one four-year college, showcasing AVID's role in expanding college opportunities. AVID strategies such as Cornell Notes and Socratic Seminars have been shown to benefit UDP students by enhancing their critical thinking, organization, and communication skills. Additionally, AVID's focus on collaborative study groups and rigorous academic training helps bridge the achievement gap, ensuring that all students, regardless of background, have the support needed to excel academically. Implementing AVID LEA-wide and adopting AVID schoolwide strategies, beyond the elective courses, ensures a broader reach of its benefits. This comprehensive approach integrates AVID's research-based instructional and organizational strategies across the curriculum, providing equitable access to high-quality education and fostering academic success for a diverse student population. This proactive strategy ensures that emerging needs are met, potentially identifying and supporting students who might otherwise be overlooked.	Metric 1.4: CAASPP ELA for all as well as subgroups of SED and Foster Youth. Metric 1.13 CAASPP Math scores for all as well as subgroups of SED and Foster Youth.
Goal 2, Actions 3 and 5	According to the Spring 2024 LCAP Student Survey, Students in the SED student group had a 5% response discrepancy in Emotional Regulation from their non-qualifying peers with 45% versus 50% responding favorably. In addition, feedback from the LCAP Student Survey for Feeling of Belonging at your School showed favorable response gaps between non-free/reduced students (70%) and SED (64.5%). These gaps were noticed and discussed at the LCAP Educational Partner Meeting with recommendations for systems of support. A system of support was identified as the unique need for Low-income students due to discrepancies in student survey responses.	The district will utilize Universal Screening tools to identify youth in foster care and low-income youth to prioritize the unique needs, including the procurement of tangible resource needs, of students included in GUSD's unduplicated pupil count. Student Support Specialists provide various supports such as tangible resources like food, clothing, and supplies as well as social emotional and mental health support through counseling individually and in groups, based on individual need. Counselors provide additional resources as well as coaching and academic supports. While Student Support Specialists and School Counselors can offer more intensive supports to youth in the former two categories, offering access to these professionals LEA-wide to all students reduces the stigma surrounding seeking out support, normalizing the prioritization of social-emotional	Metric 2.10 LCAP Student Survey Emotional Regulation all students, non-SED and SED Metric 2.9 LCAP Student Survey Feeling of Belong at your School all students, non-SED and SED.

		supports for all students. Similarly, the utilization of the services offered by Student Support Specialists and School Counselors proactively decreases the number of students in need of more intensive Tier II and Tier III supports. According to the Journal of Counseling and Development, “personalized counseling services that were responsive to student needs enhanced school connectedness, (b) risk factors (e.g., poverty, mobility rates, limited English proficiency) were associated with lower school connectedness scores, and (c) responsive counseling services acted as a protective factor that reduced some of the negative effects of risk factors on school connectedness, and consequently, student success in academic and nonacademic areas. (Lapan, R. T., Wells, R., Petersen, J., & McCann, L. A. (2014). Stand Tall to Protect Students: School Counselors Strengthening School Connectedness. Journal of Counseling & Development, 92(3), 304–315. https://doi.org/10.1002/j.1556-6676.2014.00158.x)” In retaining Student Support Specialist and promoting school connectedness as a Tier I support for all students, GUSD proactively cultivates a nurturing school climate in which our students flourish. As GUSD delves into a systematic application of MTSS, all students within the LEA can be supported by the development of Tier I school connectedness efforts through the implementation of a universal, guaranteed SEL curriculum and equitable school-based supports, accessible to all students. GUSD actively seeks to identify foster youth, low-income youth, and housing-insecure youth, however, as some of this data is self-reported, it is possible that students in some of these subgroups have not yet been identified. By making these supports Tier I in nature, available to all students within GUSD, our reach is broadened, barriers are removed, and access is guaranteed. Additionally, by focusing our efforts LEA-wide, GUSD retains an equity lens, designed to ensure that all children, no matter their demographic subgroup, have access to curricular supports designed to assist students in developing internal tools to appropriately regulate their emotions.	

Goal 1, Action 7	According to the California Dashboard, there is an achievement gap between all students and the SED student group. English Language Arts indicator shows all students with 61.84% meeting or exceeding standards. Students who are non-SED have 71.61% meeting or exceeding and SED with 48.66%. In the Mathematics indicator, all students show 51.47% meeting or exceeding, non-SED 61.46%, and SED with 37.95% meeting or exceeding standards. Additionally, the importance of intervention in both math and reading was expressed by educational partners in feedback and discussions at the LCAP Educational Partner Meeting.	This action serves to increase and improve services to our socio-economically disadvantaged student group by providing an opportunity for re-teaching of skill gaps, frontloading of new information, and alternative pathways to showing academic growth. The intervention teachers and aides use diagnostic assessments to determine academic skill gaps and then match research-based instruction to support increased access to scaffolding, direct instruction, and structured practice. Based on the universal screenings intervention teachers provide small group pull-out and push-in support. Our SED subgroup shows the greates amount of students meeting the criteria for intervention based on multiple sources of data. Research strongly supports the use of small group reading instruction as an effective strategy to help socio-economically disadvantaged students improve their literacy skills. Studies have shown that small group instruction allows for more personalized and targeted teaching, which can address individual students' needs more effectively than whole-class instruction. The intervention teachers are able to provide targeted feedback and positive interaction leading to increased fluency and comprehension. They are also provided on an LEA-wide basis through each elementary school site to increase foundational literacy skills for all students.	Metric 1.4: CAASPP ELA percentage meeting or exceeding all students and SED subgroup. Metric 1.13 CAASPP Mathematics percentage meeting or exceeding all students and SED subgroup.

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
Goal 2, Action 8	According to the California Dashboard Chronic Absentee indicator, Foster (22.2%) and SED (24.3%) fall in orange as compared to yellow (17.5%) for all students. Feedback from the LCAP Student Survey for Feeling of Belonging at your School showed favorable response gaps between non-free/reduced students (70%) and SED (64.5%), showing SED students reported feeling a lower Sense of Belonging than their non-SED peers. These gaps were noted during data review and discussion at the LCAP Educational Partner Meeting and recommendations for support which remove barriers such as lack of access to tangible resources such as school supplies, personal care or toiletry items, clothing, and resources for extracurricular activities such as garments for Prom… were recommended so that students belonging to our unduplicated pupil count have equitable access to basic care items needed to attend and engage in school and related activities each day.	The Glendora Gives Family Resource Center offers tangible resources to foster youth, socioeconomically disadvantaged youth, and students experiencing homelessness on a targeted basis. In an effort to address the whole child, GUSD seeks to remove barriers to available resources for students in need. Active marketing and outreach efforts to match students with resources are made by school staff including counselors, Student Support Specialists, and front office staff. Needs assessments are utilized to determine the unique needs of each student. Students are then matched with targeted resources such as shoes, clothing, school supplies, and personal care items. Through the resources provided, students become active participants in their school communities. For instance, students in need of Prom attire have the opportunity to receive Prom garments from Glendora Gives; additionally, these students receive hair and makeup services for the Prom event at our local community college partner's Cosmetology Department. Identification of students in need and distribution of resources leads to a stronger sense of school connectedness through increased participation in extracurricular activities. As a result, school attendance in these subgroups of students also improves as they have the appropriate resources for school and school-related activities.	Metric 1.2 California Dashboard Chronic Absentee indicator for subgroups of Foster and SED. Metric 2.9 LCAP Student Survey Feeling of Belonging at School.

Goal 1, Action 6	EL students show an equity gap in all areas (chronic absenteeism, suspension rate, and academic progress) showing a need to support students in accessing the curriculum and growing in their connections to school. During the LCAP Educational Partner Meeting, the two-range gap in these three areas was noted and discussed and a need for dedicated support was expressed. This was also noted in the results of the Panorama survey for a sense of belonging and engagement in school.	By providing support to teachers in increasing their efficacy in servicing the EL population (newcomers, EL, and LTEL,) as well as a structured and research-based ELD program we can increase engagement and achievement. Our use of the Ellevation platform will provide a place for data integration and strategic professional development. We are able to analyze student needs and then suggest specific EL strategies for our teachers to use to address gaps in listening, speaking, reading, or writing and/or the ELD standards. By implementing a multifaceted approach that includes additional instructional resources such as additional small group work, with primary language support, EL plans, Revised rubrics and tasks, and targeted interventions we are able to enhance language acquisition but also promote overall academic success and integration into the school community. We provide EL students with supplementary instructional materials and technology, such as bilingual books, language learning software, and visual aids. These resources are tailored to support language development across different subjects, ensuring that EL students can access and engage with the entire curriculum more effectively. Our EL curriculum provides scaffolding support for EL's of many levels. This action addresses the academic and engagement needs of our EL subgroup by providing language support and equity of access to the adopted curriculum so that all EL learners move towards reclassification, academic achievement, and engagement in school. By going above and beyond ELD requirements, we ensure that EL students receive a holistic educational experience.	Metric 1.4 CAASPP ELA % proficient for EL and LTEL Metric 1.13 CAASPP Math % proficient for EL and LTEL Metric 1.9 Reclassification Rate Metric 2.7 EL suspension rate Metric 2.2 EL chronic absenteeism rate
Goal 1, Action 8	Our students who are EL, LTEL, low-income, and foster youth show an equity gap in academics on local and state assessments in ELA and Math. They are performing in the red or orange as compared to the whole in the green area. This data was recognized and discussed at the LCAP Partner Meeting and recommendations were made for continued support both after-school and in summer.	The extended school year and day enrichment and acceleration programs will focus on building skill gaps and deficits with smaller group attention, extended time on lessons, and review of previously taught grade-level content standards. By providing extended school-year enrichment activities to these groups we are able to target skills gaps, increase access to the curriculum, and teach, pre-teach, and re-teach skills and concepts that require additional focus and smaller group attention. This action is designed to increase academic achievement as demonstrated on state and local assessments. For the 2025-26 school year, the action will have programmatic shifts and alternative funding sources but will continue for the remainder of the current LCAP cycle.	Metric 1.4 and 1.13 CAASPP scores for EL and LTEL Metric 1.16 ELPAC scores

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

n/a

Additional Concentration Grant Funding

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

n/a

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

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	$71,175,322.00	$4,185,109.00	5.88%	0.00%	5.88%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$7,708,751.00	$2,265,675.00	$91,064.00	$118,311.00	$10,183,801.00	$8,535,060.00	$1,648,741.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 AVID	Low Income, Foster Youth	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, Glendora High School, Sandburg Middle School, Goddard Middle School, La Fetra Elementary, Sellers Elementary, Sutherland Elementary.	2024-27	$479,992	$102,301	$582,293	$0	$0	$0	$582,293	0.00%

1	2	1.2: Equitable Distribution	English learner (EL), Foster Youth, Long-term English learner, Low Income	No				2024-27	$0	$26,140	$26,140	$0	$0	$0	$26,140	0.00%
1	3	1.3. College and Career Readiness	All	No				2024-27	$191,991	$16,850	$208,841	$0	$0	$0	$208,841	0.00%
1	4	1.4. Educator Capacity	All	No				2024-27	$68,045	$150,600	$30,745	$147,600	$0	$40,300	$218,645	0.00%
1	5	1.5. Innovative Technology	All	No				2024-27	$140,410	$497,800	$638,210	$0	$0	$0	$638,210	0.00%
1	6	1.6 Support EL Achievement	Long-term English learner, English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-27	$583,018	$7,253	$512,260	$0	$0	$78,011	$590,271	0.00%
1	7	1.7. Academic Support and Intervention	Homeless, Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth	All Schools	2024-27	$1,636,305	$220,000	$398,515	$1,457,790	$0	$0	$1,856,305	0.00%
1	8	1.8 Extended School Year:	Foster Youth, Low Income, Long-term English learner, English learner (EL)	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	1 year	$584,538	$7,080	$0	$591,618	$0	$0	$591,618	0.00%
1	9	1.9 Gifted and Talented Program	Foster Youth, Long-term English learner	No				2024-27	$103,926	$21,850	$57,109	$68,667	$0	$0	$125,776	0.00%
1	10	1.10 Innovative Programs	All	No				2024-27	$454,936	$71,000	$434,872	$0	$91,064	$0	$525,936	0.00%
2	1	2.1 Attendance Systems and Support	All	No				2024-27	$0	$1,620	$1,620	$0	$0	$0	$1,620	0.00%
2	2	2.2 Attendance Education for Educational Partners	All	No				2024-27	$43,849	$0	$43,849	$0	$0	$0	$43,849	0.00%
2	3	2.3 Integrated, Systemic Approach to Social Emotional Learning	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	2024-27	$345,283	$26,215	$371,498	$0	$0	$0	$371,498	0.00%
2	4	2.4 Promote Cultural Esteem	All	No				2024-27	$0	$5,097	$5,097	$0	$0	$0	$5,097	0.00%

2	5	2.5 Maintain increased Counselors and Student Support Specialists	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	2024-27	$3,338,120	$0	$3,338,120	$0	$0	$0	$3,338,120	0.00%
2	6	2.6 Positive Climate and Connectedness	All	No				2024-27	$6,152	$0	$6,152	$0	$0	$0	$6,152	0.00%
2	7	2.7 Student Voice and Participation	All	No				2024-27	$0	$0	$0	$0	$0	$0	$0	0.00%
2	8	2.8 School Connectedness, Outreach, and Supports	Homeless, Low Income, Foster Youth	Yes	Limited	Foster Youth, Low Income	All Schools	2024-27	$0	$3,800	$3,800	$0	$0	$0	$3,800	0.00%
3	1	3.1 Communication Systems	All	No				2024-27	$0	$6,940	$6,940	$0	$0	$0	$6,940	0.00%
3	2	3.2 Family Education Nights	All	No				2024-27	$1,835	$23,980	$25,815	$0	$0	$0	$25,815	0.00%
3	3	3.3 Family and community voice	All	No				2024-27	$0	$20,215	$20,215	$0	$0	$0	$20,215	0.00%
4	1	4.1 Safe Schools	All	No				2024-27	$0	$358,000	$358,000	$0	$0	$0	$358,000	0.00%
4	2	4.2 Maintenance of Facilities	All	No				2024-27	$0	$0	$0	$0	$0	$0	$0	0.00%
4	3	4.3 Technology Infrastructure for Safe Schools:	All	No				2024-27	$556,660	$82,000	$638,660	$0	$0	$0	$638,660	0.00%
4	4	4.4 Digital Security	All	No				2024-27	$0	$0	$0	$0	$0	$0	$0	0.00%
4	5	4.5 Emergency Response Trailer	All	No				2024-27	$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
$71,175,322.00	$4,185,109.00	5.88%	0.00% - No Carryover	5.88%	$5,206,486.00	0.00%	7.32%	**Total:**	$5,206,486.00
								LEA-wide Total:	$4,690,426.00
								Limited Total:	$516,060.00
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	1.1 AVID	Yes	LEA-wide	Low Income, Foster Youth	Specific Schools, Glendora High School, Sandburg Middle School, Goddard Middle School, La Fetra Elementary, Sellers Elementary, Sutherland Elementary.	$582,293.00	0.00%
1	6	1.6 Support EL Achievement	Yes	Limited	English learner (EL)	All Schools	$512,260.00	0.00%
1	7	1.7. Academic Support and Intervention	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$398,515.00	0.00%
1	8	1.8 Extended School Year:	Yes	Limited	Foster Youth, Low Income, English learner (EL)	All Schools	$0.00	0.00%
2	3	2.3 Integrated, Systemic Approach to Social Emotional Learning	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$371,498.00	0.00%
2	5	2.5 Maintain increased Counselors and Student Support Specialists	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$3,338,120.00	0.00%
2	8	2.8 School Connectedness, Outreach, and Supports	Yes	Limited	Foster Youth, Low Income	All Schools	$3,800.00	0.00%

2024-2025 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$10,087,614.00	$9,282,871.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.1 AVID	Yes	$536,252.00	$553,402.00
1	2	1.2: Equitable Distribution	No	$20,000.00	$26,088.00
1	3	1.3. College and Career Readiness	No	$212,725.00	$209,497.00
1	4	1.4. Educator Capacity	No	$242,691.00	$249,120.00
1	5	1.5. Innovative Technology	No	$583,045.00	$627,437.00
1	6	1.6 Support EL Achievement	Yes	$713,629.00	$547,047.00
1	7	1.7. Academic Support and Intervention	Yes	$1,548,576.00	$1,707,776.00
1	8	1.8 Extended School Year:	Yes	$755,227.00	$623,894.00
1	9	1.9 Gifted and Talented Program	No	$70,000.00	$78,541.00
1	10	1.10 Innovative Programs	No	$980,426.00	$0.00
2	1	2.1 Attendance Systems and Support	No	$60,000.00	$1,620.00
2	2	2.2 Attendance Education for Educational Partners	No	$30,000.00	$43,766.00
2	3	2.3 Integrated, Systemic Approach to Social Emotional Learning	Yes	$389,236.00	$368,745.00
2	4	2.4 Promote Cultural Esteem	No	$18,000.00	$4,523.00
2	5	2.5 Maintain increased Counselors and Student Support Specialists	Yes	$3,083,299.00	$3,218,709.00
2	6	2.6 Positive Climate and Connectedness	No	$10,000.00	$10,913.00
2	7	2.7 Student Voice and Participation	No	$5,000.00	$0.00
2	8	2.8 School Connectedness, Outreach, and Supports	Yes	$20,000.00	$3,716.00
3	1	3.1 Communication Systems	No	$8,000.00	$6,584.00
3	2	3.2 Family Education Nights	No	$10,000.00	$1,995.00
3	3	3.3 Family and community voice	No	$1,000.00	$20,215.00
4	1	4.1 Safe Schools	No	$0.00	$331,410.00

4	2	4.2 Maintenance of Facilities	No	$0.00	$0.00
4	3	4.3 Technology Infrastructure for Safe Schools:	No	$665,508.00	$618,869.00
4	4	4.4 Digital Security	No	$120,000.00	$18,524.00
4	5	4.5 Emergency Response Trailer	No	$5,000.00	$10,480.00

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)
$4,953,939.00	$5,654,438.00	$7,019,572.00	($1,365,134.00)	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	1	1.1 AVID	Yes	$536,252.00	$553,402.00	0.00%	0.00%
1	6	1.6 Support EL Achievement	Yes	$584,093.00	$547,047.00	0.00%	0.00%
1	7	1.7. Academic Support and Intervention	Yes	$991,558.00	$1,707,776.00	0.00%	0.00%
1	8	1.8 Extended School Year:	Yes	$50,000.00	$623,894.00	0.00%	0.00%
2	3	2.3 Integrated, Systemic Approach to Social Emotional Learning	Yes	$389,236.00	$368,744.00	0.00%	0.00%
2	5	2.5 Maintain increased Counselors and Student Support Specialists	Yes	$3,083,299.00	$3,218,709.00	0.00%	0.00%
2	8	2.8 School Connectedness, Outreach, and Supports	Yes	$20,000.00	$0.00	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)
$71,028,534.00	$4,953,939.00	0.00%	6.97%	$7,019,572.00	0.00%	9.88%	$0.00 - No Carryover	0.00% - No Carryover

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$0.00	$40,300.00	$78,011.00	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	1.1 AVID	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$582,293.00
1	2	1.2: Equitable Distribution	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$26,140.00
1	3	1.3. College and Career Readiness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$208,841.00
1	4	1.4. Educator Capacity	$0.00	$40,300.00	$0.00	$0.00	$0.00	$0.00	$218,645.00
1	5	1.5. Innovative Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$638,210.00
1	6	1.6 Support EL Achievement	$0.00	$0.00	$78,011.00	$0.00	$0.00	$0.00	$590,271.00
1	7	1.7. Academic Support and Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,856,305.00
1	8	1.8 Extended School Year:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$591,618.00

1	9	1.9 Gifted and Talented Program	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$125,776.00
1	10	1.10 Innovative Programs	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$525,936.00
2	1	2.1 Attendance Systems and Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,620.00
2	2	2.2 Attendance Education for Educational Partners	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$43,849.00
2	3	2.3 Integrated, Systemic Approach to Social Emotional Learning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$371,498.00
2	4	2.4 Promote Cultural Esteem	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$5,097.00
2	5	2.5 Maintain increased Counselors and Student Support Specialists	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,338,120.00
2	6	2.6 Positive Climate and Connectedness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,152.00
2	7	2.7 Student Voice and Participation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2	8	2.8 School Connectedness, Outreach, and Supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,800.00
3	1	3.1 Communication Systems	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$6,940.00
3	2	3.2 Family Education Nights	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,815.00
3	3	3.3 Family and community voice	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,215.00
4	1	4.1 Safe Schools	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$358,000.00
4	2	4.2 Maintenance of Facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
4	3	4.3 Technology Infrastructure for Safe Schools:	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$638,660.00
4	4	4.4 Digital Security	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

4	5	4.5 Emergency Response Trailer	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

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).