

LCFF Budget Overview for Parents

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

CDS Code: 19645680000000

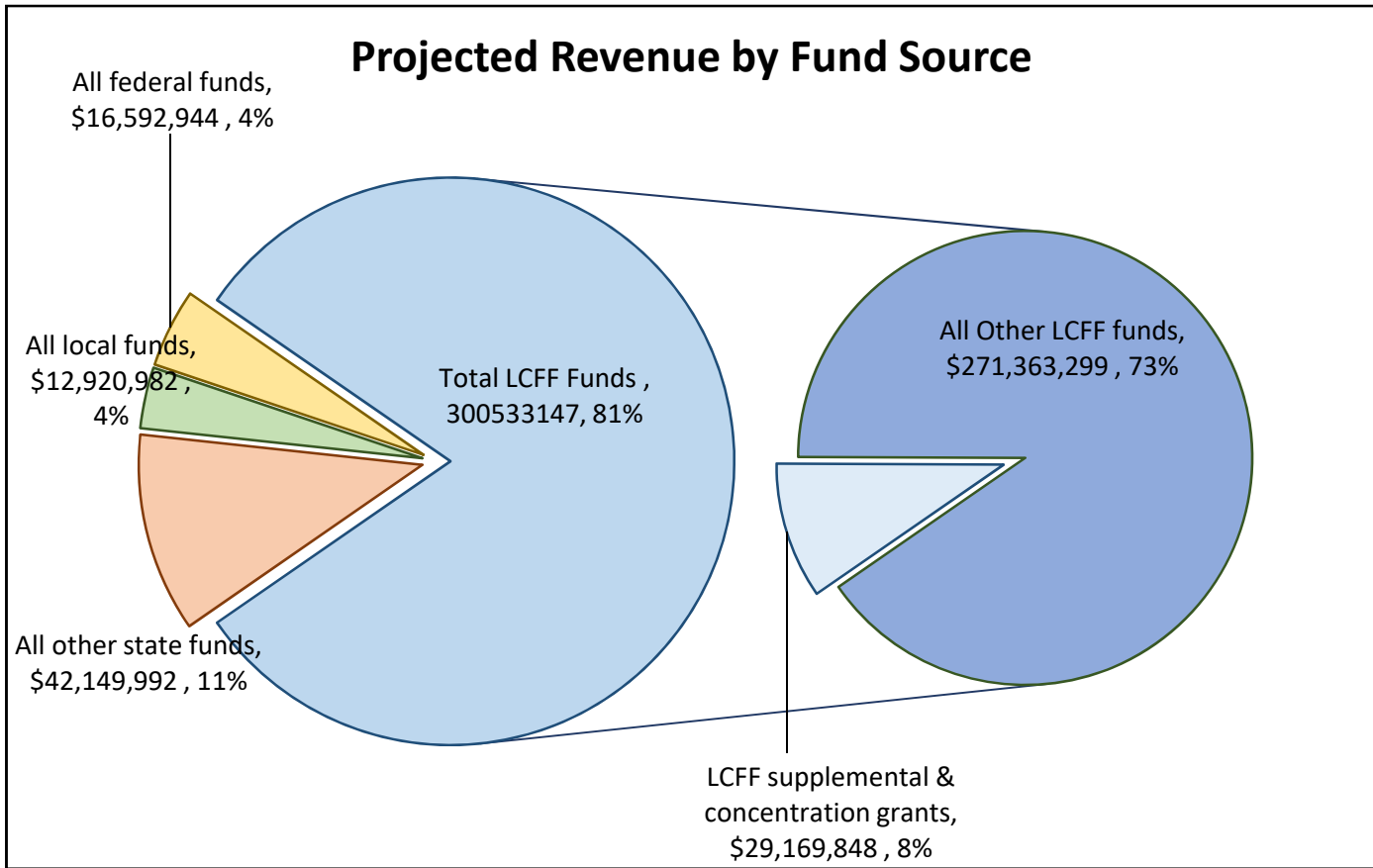
School Year: 2024-2025

LEA contact information: Craig Larimer, Financial Analyst

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

Budget Overview for the 2024-2025 School Year

Projected Revenue by Fund Source

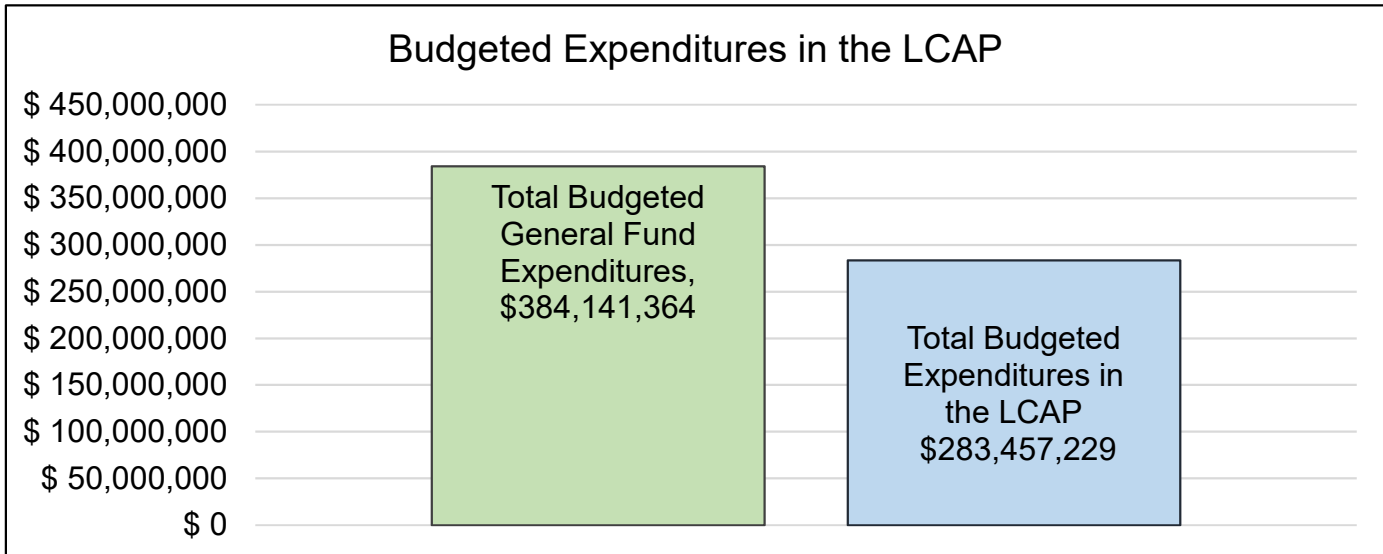


This chart shows the total general purpose revenue Glendale Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Glendale Unified School District is \$372,197,065.00, of which \$300,533,147.00 is Local Control Funding Formula (LCFF), \$42,149,992.00 is other state funds, \$12,920,982.00 is local funds, and \$16,592,944.00 is federal funds. Of the \$300,533,147.00 in LCFF Funds, \$29,169,848.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Glendale Unified School District plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Glendale Unified School District plans to spend \$384,141,364.00 for the 2024-2025 school year. Of that amount, \$283,457,229.00 is tied to actions/services in the LCAP and \$100,684,135.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

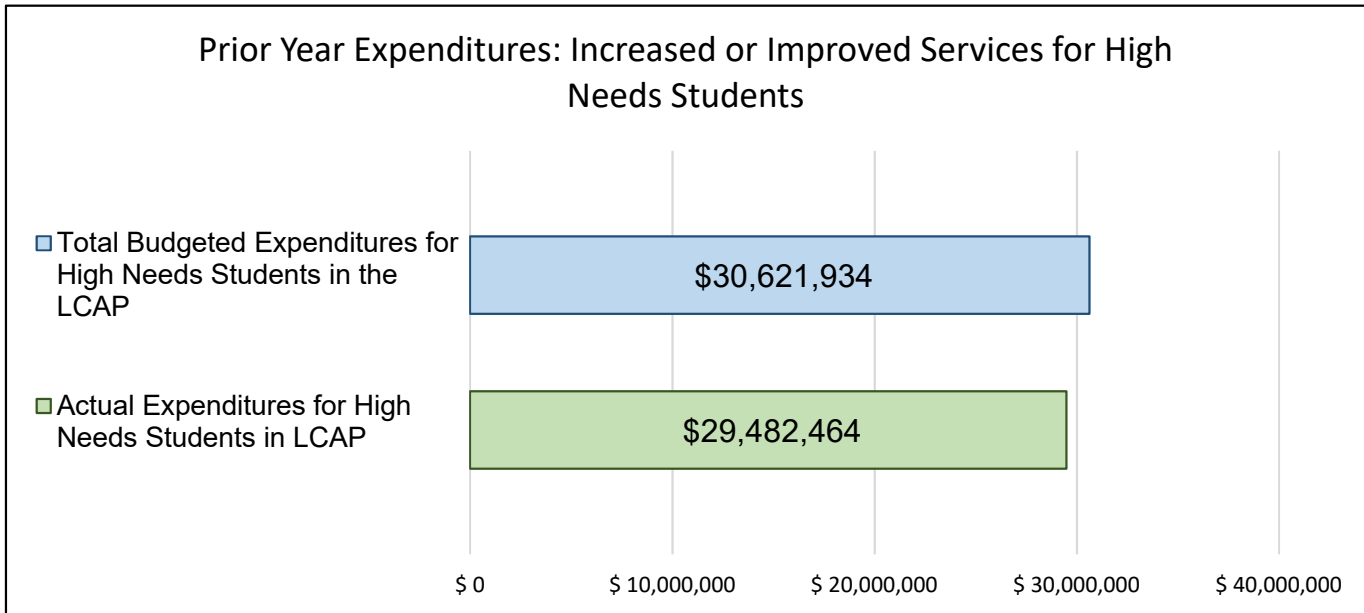
LCFF Budget Overview for Parents

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Glendale Unified School District is projecting it will receive \$29,169,848.00 based on the enrollment of foster youth, English learner, and low-income students. Glendale Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Glendale Unified School District plans to spend \$29,569,518.00 towards meeting this requirement, as described in the LCAP.

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Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Glendale Unified School District's LCAP budgeted \$30,621,934.00 for planned actions to increase or improve services for high needs students. Glendale Unified School District actually spent \$29,482,464.00 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$1,139,470.00 had the following impact on Glendale Unified School District's ability to increase or improve services for high needs students:

The 2023-24 Estimated Actuals for high need students is lower than 2023-24 budget primarily because embedded BIA / EAIS employee vacancies are frequent; however, services are maintained by other staff and service providers in restricted programs outside of the LCAP.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glendale Unified	Dr. Kelly King Assistant Superintendent, Educational Services	kking@gusd.net 818-241-3111

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Percentage of students who meet or exceed standards in English Language Arts per CAASPP	64.3% in 2018-19 CAASPP ELA	GUSD used local assessments in lieu of the CAASPP for 3rd – 8th graders for 2020-21. For 2021-22 and beyond, we will continue with CAASPP for all tested grade levels and will use these local assessments for internal monitoring. Not counting the blank scores, the distribution of scores is as follows:	2021-22 CAASPP Result for ELA: % met or exceeded standards: 61%	2022-23 CAASPP Result for ELA: % met or exceeded standards: 62.04%	79.3%

		<p>For 3rd – 5th, GUSD utilized the i-Ready end-of-year diagnostic. Reading 2 or More Levels Below: 9% 1 Level Below: 21% On Level: 56% Above Level: 13%</p> <p>For 6th – 8th, GUSD utilized the NWEA MAP end-of-year diagnostic. Reading High: 27% HiAvg: 29% Avg: 20% LoAvg: 13% Low: 10%</p>			
Percentage of students who meet or exceed standards in Mathematics per CAASPP	54.59% in 2018-19 CAASPP Math	<p>GUSD used local assessments in lieu of the CAASPP for 3rd – 8th graders for 2020-21. For 2021-22 and beyond, we will continue with CAASPP for all tested grade levels and will use these local assessments for internal monitoring. Not counting the blank scores, the distribution of scores is as follows:</p> <p>For 3rd – 5th, GUSD utilized the i-Ready end-of-year diagnostic. Math 2 or More Levels Below: 9% 1 Level Below: 21% On Level: 56% Above Level: 13%</p> <p>For 6th – 8th, GUSD</p>	2021-22 CAASPP Result for Math: % met or exceeded standards: 52%	2022-23 CAASPP Result for Math: % met or exceeded standards: 52.31%	69.5%

		utilized the NWEA MAP end-of-year diagnostic. Math High: 24% HiAvg: 22% Avg: 21% LoAvg: 18% Low: 15%			
Percentage of students who meet or exceed standards per CAST (5th, 8th, and one High School grade level)	38.17% in 2018-19	The CAST was not administered in 2020-21. The data for 2021-22 CAST will be available in summer/fall 2022.	2021-22 CAST Results: % met or exceeded standards: 43%	2022-23 CAST Results: % met or exceeded standards: 42.10%	53.17%
Percentage of English Learners making progress towards English Language Proficiency per ELPI score on the CA School Dashboard	58.3% in 2018-19 per CA School Dashboard (https://www.caschooldashboard.org/reports/1964568000000/2019#english-learner-progress-card)	65.5 % scored at moderately or well-developed in 2020-2021 on the Summative ELPAC, CA School Dashboard ELPI was not released due to interruption of testing during the pandemic	52% in 2021-22 per CA School Dashboard	60.3% in 2022-23 per CA School Dashboard (https://www.caschooldashboard.org/reports/1964568000000/2023/academic-performance#english-learner-progress)	63.3%
Reclassification Rate	10.8% in 2020-2021 (CALPADS 8/18/20 to 6/2/21)	18.3% in 2021-22 (Q-SIS 8/1/21-5/17/22, 896 RFEP out of 4896 total ELs)	reclassified 602 students - We currently have 5,384 ELs, which would give us a reclass rate of 11%	reclassified 998 students out of 5,252 ELs, resulting in a reclass rate of 19%.	19.8%
Percentage of student "Prepared" on the College/Career Indicator on CA Dashboard (includes AP, a-g, CTE, etc.)	54.2% in 2018-19 per CA School Dashboard (includes AP, a-g, CTE, etc.) (https://www.caschooldashboard.org/reports/1964568000000/2019#english-learner-progress-card)	55.1% in 2020 (https://www6.cde.ca.gov/californiamodel/ccireport?&year=2020&cdcode=1964568&scode=&reporttype=schools)	Data not reported for 2021 or 2022	58.7% in 2023 (https://www.caschooldashboard.org/reports/1964568000000/2023/academic-performance#college-career)	69.2%
Student to Device Ratio	1:1 in 2020-21 per District ETIS Department records	1:1 in 2021-22 per District ETIS Department records	1:1 in 2022-23 per District ETIS Department records	Maintain 1:1 ratio per District ETIS Department records	maintain 1:1
Implementation of State Academic Standards per LCAP Self-Reflection Tool	3.57 average of all scores from spring 2020-21	3.69 average of all scores from spring 2021-22	3.72 average of all scores from spring 2022 - 2023	3.76 average of all scores from spring 2023-2024	An average score of 5.0 on the LCAP self-reflection tool
Graduation Rate	89.4% in 2019-20 per	91.7% in 2020-2021 per	94.1% in 2021-22 per	93.0% in 2022-23 per	Increase 2% a year to reach

	Dataquest (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2019-20&cde=1964568)	Dataquest (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2020-21&cde=1964568)	Dataquest	Dataquest (https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2022-23&cde=1964568)	95.4%
A-G Completion Rate	49% in 2019-20 per DataQuest (988/1996) (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cde=1964568&aggllevel=district&year=2019-20&initrow=&ro=y)	51% in 2020-21 per Dataquest (992/1960) (https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2020-21&cde=1964568)	58% in 2021-22 per Dataquest (1112/1908)	56% in 2022-23 per Dataquest (1072/1918) (https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2022-23&cde=1964568)	Increase 2% a year to reach 61% in three years
CTE pathway completion	17.4% in 2019 (https://www6.cde.ca.gov/californiamodel/ccireport?&year=2019&cde=1964568&scde=&reporttype=schools)	13.5% in 2020 (https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cde=1964568&scde=&reporttype=schools)	13.5% in 2021	16.4% in 2022 (https://www6.cde.ca.gov/californiamodel/ccireport2022?&year=2022&cde=1964568&scde=&reporttype=schools) 23.8% in 2023 (https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cde=1964568&scde=&reporttype=schools)	Increase 2% a year to reach 15% in three years
A-G and CTE	5% based on 2019-20 CALPADS report, CA School Dashboard results not available for 2019-20	9.5% in 2020-21 per Dataquest (https://www6.cde.ca.gov/californiamodel/ccireport2021?&year=2021&cde=1964568&scde=&reporttype=schools)	Combined rate 12.6%. This represents 246 students	13.1% in 2022-23 https://www6.cde.ca.gov/californiamodel/ccireportuc_csu_ccte?&year=2023&cde=1964568&scde=&reporttype=schools	increase 2% a year to reach 11% in three years
AP Pass Rate (scores of 3, 4 or 5)	57% in 2020-21 per the Collegeboard report	2022 AP tests are administered in May and results will be available in the summer	67% per College Board report entitled "AP District Current Year Score Summary 2022 - W PASS	68% per College Board "AP District Current Year Score Summary 2023" Report	pass rate will increase by 2% a year to reach 63% in three years.

			RATE"		
EAP for ELA: % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met)	64.3% in 2018-19 per CAASPP	66.45% in 2020-21 per CAASPP, which was administered only to 11th graders in 2021	62.3% in 2021-22 per CAASPP	63.22% in 2022-23 per CAASPP	79.3%
EAP for Math: % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met)	54.59 % in 2018-19 per CAASPP	53.41% in 2020-21 per CAASPP, which was administered only to 11th graders in 2021	42.5% in 2021-22 per CAASPP	40.03% in 2022-23 per CAASPP	64.5%

Goal Analysis

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

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

GUSD has worked diligently to implement all 21 planned actions for Goal 1 in the 2023-24 LCAP to maximize student achievement through the implementation of effective instructional practices, high-impact professional development, designated academic and behavioral supports and services for specific student groups, including students from low income families, English Learners, foster youth, dual language learners, gifted learners, students with special needs, and include expanded and extracurricular learning opportunities and optimized access to technology and specialized personnel.

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

<ACTION 1.1> GUSD has made great strides in instruction and professional development across all grades. The ongoing support to ensure the effective implementation of the TK-12 CA Standards and Framework in all areas of the curriculum, including English Language Development (ELD) was led by the Teaching and Learning (T&L) Department, in collaboration with other departments. A comprehensive professional development plan was designed and facilitated to support administrators, teachers, and the staff, and included an extensive series of workshops in all areas of the curriculum, and 1:1 coaching. Materials and resources were created in alignment with the adopted curricula for every grade level and every subject, shared during the training sessions and provided in digital form on the T&L website. Furthermore, a series of parent workshops were facilitated to engage families and community partners in developing clarity around the academic expectations and instructional resources. Materials from the workshop were provided during the in-person sessions and were accessible digitally.

The wide range of professional development opportunities were designed to address the District's identified areas of need and continued areas of growth.

To improve the alignment between the assessed skills in Transitional Kindergarten (TK) and the revised Desired Results Developmental Profile (DRDP) and California Preschool Learning Foundations, T&L and the TK Advisory Committee facilitated the TK Report Card redesign process. Collaboration days were hosted for TK and GUSD Child Development & Child Care (CDCC) teachers to plan instruction and coordinate learning activities. Teacher Specialists followed up on the process by providing support at the school level, modeling best practices in TK classrooms.

The robust professional development effort was spearheaded by T&L and the teacher specialist team to continuously advance instruction.

For teachers in grades K-5, Teacher Specialists engaged in over 100 unique sessions of instructional coaching, workshops, demonstration lessons, and site-based training in the following identified areas of need: structured literacy, interactive read-aloud, Orton-Gillingham reading, academic talk, depth and complexity frames, conceptual math and science instruction for K-4. Curriculum tours were held for new teachers to support their fluency with the following curriculum and instructional resources: Benchmark ELA, TCI Social Studies, Carolina Biological Science, Envision Math, SPARK and Push Play Physical Education. T&L also hosted 6th grade planning collaboratives, small group and differentiated instruction workshops for the elementary classroom, and "GATE Gurus" training for teachers to support students identified for Gifted and Talented Education (GATE).

Upskilling and strengthening standards-aligned instruction in grades 6-12 was the focus of T&L's professional development and instructional support. All secondary science teachers received training from nationally renowned science teacher Paul Andersen who demonstrated and guided teachers through the process of developing phenomena-based classrooms for teaching Next Generation Science Standards (NGSS) lessons based on the 5E (Explain, Explore, Engage, Elaborate, Evaluate) model. Sixth grade teachers at the elementary level received professional development to effectively implement the Green Ninja science curriculum. To support and increase the access to the complex science and higher-level math courses for English Learners, Teacher Specialists developed curriculum modules incorporating Guided Language Acquisition and Design (GLAD) strategies.

To meet the State's Ethnic Studies requirements, a new curriculum and learning sequence for 9th grade was designed and developed by a planning team with support of the Teacher Specialists through a yearlong collaboration process.

T&L has also continued its focus on strengthening the implementation of English Language Arts (ELA) and ELD standards at all grade levels, designing and delivering districtwide and site-specific training, facilitating planning and coaching sessions, providing demonstration lessons, conducting instructional rounds and ELD observations. Planning teams were convened to work with specialists on designing engaging, learner-centered and rigorous learning activities for novel units.

The comprehensive professional development plan also included specific support for school leadership teams to equip them with the tools, skills, and collaborative opportunities necessary to implement and drive quality instruction and growth at their schools. T&L was instrumental in supporting the rollout of the Schools on the Move Inquiry Cycles, which began with the creation of site-based action plans. Teams used time to plan, teach, reflect, and apply learning to their work. T&L helped sites form their goals and action plans, providing support in departments and grade level teams.

To support teachers in making instructional shifts reflecting the intent of the CA State Standards and CA Frameworks, T&L led the following initiatives:

- K-5 math and science training was provided to assist educators in teaching these subjects conceptually. Hands on, interactive full-day training with curriculum experts, county math experts, and teacher specialists aided in this understanding.
- Individual professional learning experiences with elementary and secondary educators were hosted to support teaching core novels in ways that access grade level ELA and ELD Standards, how to align science instruction with CAST practice questions, training on how to move learning from surface level to increased cognitive challenge, depth and complexity, how to design and create a new Ethnic Studies curriculum aligned to state standards for the subject.
- Support for teachers to understand and meet the needs of English Learners and the ELD standards was robust and substantial.

These efforts underscore GUSD's commitment to providing support for teachers in delivering instruction that meets the diverse needs of English Learners.

****Professional Development Integration****

- All-Staff and Department Meetings: Professional development sessions were strategically integrated into all staff meetings and departmental gatherings. This approach ensured that the entire faculty was exposed to essential insights and strategies for effective EL instruction.
- One-on-One Coaching: Recognizing the unique challenges faced by teachers, T&L offered personalized coaching sessions. This approach allowed for targeted support addressing individual needs, fostering a more tailored approach to EL instruction.

****Secondary Level Focus****

- Lesson Planning and Coaching: Collaborating with 18 secondary level teachers, T&L engaged in extensive lesson planning and coaching. This hands-on approach aimed at enhancing the implementation of curriculum and incorporating best practices for English Language Development (ELD) in the secondary education setting.
- Subject-Specific Professional Development: Tailored professional development sessions were conducted during department and staff meetings at 15 sites, emphasizing Math and Science. This subject-specific focus ensured that EL strategies would be seamlessly integrated into various content areas.

****Technology Integration****

- New Tools Training: Four Newsela and two Listenwise training sessions were conducted after school via Zoom. These sessions equipped teachers with the knowledge and skills to effectively utilize these tools, promoting a more dynamic and engaging EL learning environment.

****Curriculum Rollout Support****

- Language Launch Curriculum: Two district-wide professional development sessions were dedicated to supporting the rollout of the Language Launch curriculum for Designated ELD in grades 6-12. Additionally, office hours were provided for teachers to engage in one-on-one consultations with the publisher's trainer, ensuring a smooth transition and implementation process.

****Observation and Collaboration Opportunities****

- ELD Shadowing Day: To enhance understanding, a full day was dedicated to observing students across various language proficiency levels in multiple content areas. This firsthand experience allowed teachers to gain valuable insights into the diverse needs of ELs.
- Novel Unit Planning Day: A collaborative planning day for teachers focused on the use of novels in grades 6-12. This initiative facilitated the development of comprehensive lesson plans and materials that incorporated EL best practices, promoting a more inclusive and effective learning experience.

****Equity, Access, and Family Engagement (EAFE)****

- Professional Development Sessions: Seven ELD professional development sessions were conducted at the secondary level by the EAFE Department. These sessions aimed at fostering an inclusive and equitable learning environment for all students.

The T&L team participated in GLAD strategies training and provided PD for teachers at all levels to increase the impact of their instruction on English Learners, Foster Youth, and students from low-income families.

GUSD recognizes the importance of early literacy in establishing a strong foundation for success. Instructional support and professional development were offered in this area to support implementation of effective early literacy practices. The Teacher Specialist team delivered a series of training designed to increase teacher capacity in delivering effective early literacy. The following is a sampling of these opportunities:

- Structured Literacy training for all teachers at five schools, in addition to 1:1 coaching for elementary teachers as requested
- Structured Literacy intensive for students with significant literacy gaps
- Structured Literacy support and 1:1 coaching at three schools for students performing at far below grade level in reading fluency and comprehension
- Training on scaffolding strategies for ELD reading and writing
- Training on the effective use of interactive read-aloud

- GLAD training for teachers in grades TK, 3, and 5 at Muir Elementary School
- GLAD integration training for secondary math, science, history, and English departments
- GLAD integration training for site-based teacher specialists
- Training on literacy strategies and analysis of questions from the California Assessment of Science Test (CAST)
- Training on CAST for High School science teachers
- Model lessons in science classrooms

GUSD maintained the support for mathematics instruction through instructional coaching and professional development. Support for mathematics instruction included the creation of math modules for teachers to support robust conceptual understanding in the elementary and secondary math classrooms. Every elementary school teacher from Kindergarten to Grade 5 was trained in conceptual math instruction in the 2022-23 and 2023-24 school years. Walkthroughs at elementary sites were conducted to observe the results of the training. Individualized teacher support for math instruction, small group math instruction, and using math manipulatives was also provided. Whole faculty training on math instruction was provided at five elementary sites by request. Summer math bridge activities were created and teachers were trained in their use for the CDCC Summer Extended Learning sessions in 2024.

At the secondary level, a committee was led by T&L to discuss and design a clearer, more coherent math pathway to guide matriculation of students in GUSD into and through math levels to support their success. Integrated 1 Math Learning Walks in Thinking Classrooms occurred at Glendale High School. Presentations at Math Department meetings on the new adopted Math Framework and necessary instructional shifts were delivered, and teachers had their questions and concerns answered by specialists. The ELD and Math specialists worked to create professional learning activities for teachers that blended supports for newcomers and English learners in the secondary classroom. They also collaborated with the EAFE Department in the development of math activities for Math Field Day.

GUSD designs all training, resources, curriculum, and instruction to be culturally relevant and responsive, ensuring access for all learners.

T&L specialists participated in training to become Equity Champions to advance the Facing History and Ourselves Implicit Bias and Teaching for Equity and Justice modules being delivered to all teachers and staff in GUSD. Specialists participated in site-based faculty training of these modules and contributed to the conversation around creating classrooms that are inclusive and equitable. Through the T&L webpage, resources for how to celebrate and support diverse populations were shared and publicized via the seasonal newsletter The Smore and through board meetings. A collection of equity focused workshops was provided by teachers for teachers on the topics of Affirming Female Learners, Supporting GUSD Learners of Color, Social Emotional Learning and Thinking Maps, Creating Culturally Responsive Classrooms, and Implicit Bias/Blind Spots. In Curriculum Study Committees, T&L reiterated the necessity of equitable grading and assessment practices as well as shared resources for how to support diverse learners through adopted curriculum and classroom management practices that are fair and unbiased. The novel unit planning group created curricula for the newly adopted diverse novels which feature the voices and stories of diverse people.

T&L facilitated a process for developing internal measures, benchmark and formative assessments to monitor student progress, playing an instrumental role in helping to set the course and shape the action plans and inquiry cycles at every GUSD site. From working with leadership and teacher teams to forming action plans identifying academic learning needs for students, to selecting instructional strategies for grade level teams and departments to use to measure growth, the T&L leadership and specialists were a guide and support. Site inquiry cycles provided opportunities for holistic and granular coaching, support, thought-partnership, data analysis, and next steps planning at 100% of GUSD schools. Much of this support included the sharing of resources around common assessments, rubrics and scoring tools, data analysis support, as well as charting progress and determining next steps. As sites monitor and share student progress, T&L continues to share in the celebrations and guides teams to new successes.

T&L supported sites with planning and delivery of Tier 1, Tier 2, and Tier 3 interventions. Support included training on ELD designated and integrated instructional strategies, demonstration lessons, daylong professional training and workshops, 1:1 teacher coaching and mentoring, co-teaching sessions with new ELD teachers, English Learner support training for new teachers in the induction program. Elementary specialists trained teachers in differentiating instruction inside the small group setting, tiered assignments, learning menus, and GATE learning activities and supports. Secondary specialists and

coordinator delivered training on differentiation within the block schedule using strategies to support struggling learners. Training and workshops on delivering strategies to support newcomer English learners were delivered to elementary and secondary educators. Elementary specialists delivered reading and reading intervention training as well as techniques for structured literacy support inside the elementary classroom.

Planning for intervention support began with students taking the i-Ready baseline diagnostic in reading and math at the start of the year in K-8 classrooms. Students retested in November and teachers measured growth and determined areas of needed improvement. Data helped teachers develop student groups for targeted instruction based on their performance. Students were reassessed in February/March and once more in the third trimester. Teachers used the data to understand student learning needs and determine instructional next steps. The data informed teacher professional growth goals as well.

In middle and high school, teachers administered the NWEA MAP reading and math assessments twice per year: a baseline assessment and a progress check. Data reports from these diagnostics allowed teachers to provide targeted interventions, differentiated instruction, and to align additional resources from within the MAP system for student practice.

The Special Education Department (SES) supported schools in creating and implementing SST school teams and used the SST online system to document the variety of interventions provided. Successes are seen when students respond well to the intervention and close the learning gap.

Interventions, supports, and student outcomes continue to be monitored through the online SST system which allows staff access to the supports and interventions regardless of which school the student attends or moves to. This collaboration on monitoring of interventions vertically has created a cohesiveness in identifying next steps for a student throughout their K-12 experience.

<ACTION 1.2> The GUSD Special Education Department worked to ensure the implementation of student Individualized Education Plans (IEPs) at each site. Central office staff, specialists, and other trained staff worked closely with the teachers to support their understanding and implementation of IEP goals and accommodations. Trained staff and assistants were assigned to the classrooms, supporting small groups and 1:1 instructional and behavior assistance to maximize learning experiences. The SES office continued to offer a series of trainings and workshops to all SES staff on the effective use of the Sonday System program for structured, systematic, and multisensory interventions. The program was implemented at all levels, K-12.

All special education teachers received ongoing training in the following areas:

- IEP writing
- IEP facilitation and conducting IEP meetings
- IEP and eligibility review
- Use of Special Education Information System (SEIS)
- Writing appropriate goals and using Goal Book
- Accommodations and modifications for special education and general education classrooms
- Curriculum resources and effective instructional strategies
- Classroom management strategies
- Extended School Year
- Special Education policies
- Tools and resources for case carriers to monitor IEP implementation and compliance
- Case management duties and responsibilities
- Classroom support
- Behavior management strategies
- Use of the Woodcock-Johnson IV
- Use of the Sonday System program Levels 1 and 2
- Targeted Interventions Directly Enhancing Success (TIDES) program implementation
- New enrollment intake training

- School Reintegration Program (SRP) training

All preschool SES teachers received training on assistive technology tools, the preschool assessment team process, behavior training by the GUSD Board Certified Behavior Analysts (BCBAs), the matriculations process, the “Inclusion Matters” and “Learning through Play” programs. The SES support staff was also provided training in the various areas.

The BCBAs provided guidance, feedback, supervision, and consultation related to environmental modifications, trainings related to behavioral strategies to Behavior Intervention Assistants (BIA), Educational Assistant Intensive Support (EAISSs), Special Education Assistants (SEAs), Educational Assistants (EAs), Principals, Assistant Principals, Special Academic Instruction (SAI) teachers, General Education Teachers, School Psychologists, and sometimes Teacher Specialists. Formal training (including BIA meetings) were held throughout the year to provide additional behavior training.

The SES Department provided training and support for specialized classes at various schools through a consultant who is a behavior specialist. This work included the Kinder Readiness class at two elementary schools where major behaviors are targeted early in order to integrate students without 1:1 support into general education classes. The consultant also provided staff training at Clark Magnet High School to equip them with the skills to support students with challenging behaviors. Two other elementary schools received training and collaboration support from the consultant to guide all teachers, education assistants, and support staff with effective implementation of social skills and behavior management instruction.

Regular meetings were held for district and site SES Departments and specialists. Training opportunities were also held for counselors and other staff. Furthermore, classroom observations were and individual teacher support meetings were held to optimize the support for specific students.

<ACTION 1.3> A little over 45% of GUSD students are English Learners. The District has continued to see an increase in the numbers during 2023-24. All English Learners received daily Designated and Integrated ELD instruction. The Initial English Language Proficiency Assessment of California (ELPAC) was administered to approximately 1,900 newly enrolled students who identified a language other than English on their Home Language Survey, informing the appropriate instructional placement for language acquisition. Approximately 1,600 of these students have been identified as Intermediate and Novice ELs during 2023-24. All English Learners were administered the Summative ELPAC in Spring 2024. 432 (7.6%) ELs met the GUSD Board-approved reclassification criteria from 8/1/23 to 2/5/24 and were reclassified in 2023-24. GUSD continued to monitor and support all Reclassified Fluent English Proficient (RFEP) students for four years following reclassification as required by state and federal policy, ensuring that they are continuing their growth and progress in all areas.

Designated ELD (dELD) instruction at the elementary level was part of each teacher’s daily schedule. While this instruction was generally delivered during a protected time within the English Language Arts block, five schools also used a regrouping model among grade spans and EL levels to best address students’ specific language acquisition levels. At the secondary level, Designated ELD instruction was provided during a protected block period. Emerging ELs were scheduled for two blocks of dELD allowing for intensive language acquisition instruction, while ELs with higher language proficiency participate in one block of dELD and one block of their grade level English class. Schools with higher populations of ELs offered dELD across grade levels, and in schools with significantly smaller numbers of ELs, dELD was delivered during a protected time in their English block.

All English Learners received Integrated ELD (iELD) instruction to ensure their progress in all areas of the curriculum. Students learned the content and academic language through content area instruction that was derived from content area standards. All teacher specialists were provided professional development on integrated ELD to support teachers and classroom assistants at their schools in delivering effective iELD. iELD instruction in elementary school was driven by a set of practices and lessons that supported English language development across disciplines and throughout the day. These lessons used state-adopted ELD standards alongside state-adopted CA CCSS for ELA/Literacy and other content standards. The goal was for English learners (ELs) to learn the academic language and content used in each lesson. iELD occurred throughout the day and across all content areas. Collaborative Conversations were at the heart of strong integrated ELD instruction. ELs participated in various collaborative conversational structures that promote listening, speaking, reading, and writing. Some Collaborative strategies to promote accountable academic discourse included: Think-Write-Pair-Share, sentence frames, reciprocal teaching, partner reading and collaborative summarizing. These Integrated ELD strategies were implemented across subject areas to give

EL students equitable access to curriculum and instruction. English Learner progress was monitored through the use of ELD descriptors and ongoing assessments to support instruction and provide targeted academic support. The goal of Integrated ELD was for English learners to learn the content and academic language used in each lesson. At the secondary level, iELD continued to support ELs by embedding language instruction within subject-area content classes. For example, in a history or social studies class, students worked on reading comprehension strategies and academic language acquisition while studying historical texts, or they engaged in discussion about historical events to develop their speaking and listening skills. By integrating language development into core content areas, ELs were given frequent opportunities to practice and apply English language skills in various contexts. Content teachers worked closely with the school teacher specialist and the ELD teachers to design and implement lessons that were both language-rich and content-driven. ELs' progress was monitored through ongoing assessments to tailor instruction to their needs and provide targeted support as necessary.

All schools provided intervention and support opportunities for identified ELs to ensure continued growth in language acquisition and academic progress.

Based on the English Language Proficiency Indicator (ELPI) data on the California School Dashboard, 60.3% of English Learners are making progress towards English Language Proficiency.

<ACTION 1.4> The GUSD Career and Technology Education (CTE) program continued to expand and grow during 2023-24. The district CTE coordinator and the team collaborated closely with site administrators and CTE teachers to carefully analyze all offerings to measure their effectiveness, popularity, and relevance in relation to the needs of the current labor market.

The following new pathways were created and approved in 2023-24:

- Patient Care Technician at Daily Continuation High School
- Broadcasting at Clark Magnet High School
- Film at Wilson Middle School
- Business at Hoover High School

GUSD continued to apply for and received grants for maintenance and expansion of CTE programs, including Perkins Grant, California Career Technical Education Incentive Grant (CTEIG), K-12 Strong Workforce Program (SWP) Grant, California Apprenticeship Initiative (CAI) New and Innovative Grant, Middle College and Early College (MCEC) Grant, and College and Career Access Pathways (CCAP) Grant.

GUSD continued to offer Advanced Placement (AP) courses across all high schools and supported the teachers with the appropriate training. All 11th graders were offered the opportunity to take the PSAT.

All GUSD counselors, teachers and education assistants were offered the opportunity to attend workshops offered by the College Board and other approved organizations.

GUSD is in the process of implementing the California College Guidance Initiative which is a valuable asset to assist schools with the development and implementation of the streamlined 7-12 Individual College and Career Learning Plans.

71% of middle and high school students were enrolled in 27 CTE pathways for the 2023-24 school year. Additionally, 125 students were enrolled in the Early College Academy at Hoover High School, and the district had 2 cohorts graduate since 2022 with over 45 college units completed. The retention rate from term to term was 92.6%. GUSD launched the Cloud Computing and Computer Science (CCCS) Academy at Glendale High School in 2021, and in 2023 there were 67 students enrolled. CCCS students worked on earning their Amazon Web Services credentials and Computer Science Certificate. Additionally, GUSD has offered 30 dual enrollment classes for high school students with over 500 students who enrolled with a over 89% pass rate for the college classes. GUSD CTE program has 22 agreements with the GCC, PCC, Mission College and Rio Hondo College in various pathways. In the 2022-23 school year, 106 students participated in an internship with the GUSD Current Internship Business Partners: Dignity Health Glendale Memorial Hospital, Jet Propulsion Lab, Pacific BMW, Verdugo Crime Lab, The Bayha Group, Museum of Neon Art, Portos, Star Ford, Phonexa, and the California Credit Union.

<ACTION 1.5> GUSD has successfully surpassed its target student-to-device ratio of 1:1, ensuring equitable access to technology resources for all students. Regular maintenance, including timely updates to the operating systems, has been implemented to sustain the functionality of devices, thus fostering a conducive learning environment.

Initiatives to extend access to technology beyond the school premises, such as providing devices for home use, were undertaken to support continuous learning beyond the classroom.

While the GenYES program concluded in the 2021-2022 school year, GUSD continued to offer elective classes related to computer skills, providing students with structured opportunities to develop technical skills and support teachers and staff with technology-related needs. Additionally, the CTE pathways offered at the secondary schools serve as a valuable avenue for students to acquire industry-relevant skills, contributing to their academic and professional growth.

The Substitution, Augmentation, Modification, and Redefinition (SAMR) model and training continued through the end of the 2021-2022 school year. Approximately, 10 teachers were trained using the train-the-trainer model, and they shared their instructional strategies using digital tools back at their school sites. Due to low interest from teachers, the SAMR cohort was discontinued, and resources were shifted to provide 1:1 coaching and technology support directly to teachers, instead of a train-the-trainer model, which proved difficult to attract interest due to the time commitment.

Ensuring that all GUSD students have access to devices that can be used both at home and at school for continuous learning and expanding our equity initiatives has been very successful. Furthermore, the various learning opportunities have ensured that students have instructional experiences that promote positive connections to the campus and skills that are relevant for college and career readiness. Teachers expanded their technology literacy and learned effective strategies for using tech resources.

<ACTION 1.6> Based on feedback from the Gifted and Talented Education (GATE) Task Force, GUSD developed a comprehensive plan that outlined the process for identifying students for GATE services using a universal screener, the Naglieri Nonverbal Ability Test 3 (NNAT3) which is administered to all 3rd graders and newly enrolled 4th-8th graders in the spring of each year. The Task Force selected the 92nd percentile as the identifier for GATE placement, and recommended a multidimensional review process for students ranking in the 87th-91th percentile which includes teacher input and a review process with the administrator and the specialist at the school level. The revised identification process has been successful in identifying students who may not have met the requirements through the former process. In the 2023-24 school year, 343 new students were identified for GATE services, which represents 13% of this year's test takers.

One of the teacher specialists in the T&L Department specializes in effective instructional practices for gifted learners. She facilitated professional development opportunities available to all teachers focusing on differentiation strategies and tools to support GATE students in the classroom. The sessions entitled Differentiation for Advanced Learners, 'The Spillover Effect,' Depth and Complexity, Meaningful Menus, Beyond the Book Report, Discussion Worthy Math Tasks, and Power of Pre-Assessment are few of the sessions offered to K-12 teachers throughout the year. Additional professional development sessions are provided as requested by the schools for faculty meetings. Furthermore, the district purchased a district-wide subscription to Byrdseed.TV for all teachers to access content and lessons geared toward differentiation for advanced learners. T&L provided multiple PDs to support its implementation. The lessons are high interest, engaging, and thought provoking. Byrdseed.TV encompasses a plethora of resources to facilitate getting students to 'think, not just remember'. Teachers peruse articles, videos, and both teacher- and student-facing lessons related to CCSS standards, Depth and Complexity, and Social Emotional needs.

As part of the commitment to building capacity for teachers at every school, the EAFE and T&L specialists collaboratively launched the "GATE Gurus" year long intensive professional development series for one teacher from each school. The learning for this cohort of 18 teachers focused on the following concepts: Understanding Gifted Learners, Principles of Differentiation, Depth and Complexity, and Instructional and Management Strategies for

Differentiation. The GATE Gurus imparted their learning with colleagues at their respective schools. New cohorts of GATE Gurus will be invited to participate in this training each year.

The EAFE Department in partnership with the District Visual and Performing Arts team launched an arts project that aims to nurture and challenge the intellectual and creative potential of our gifted students. Utilizing a combination of local and federal funds, the ARTistic Expressions initiative provided gifted students with a platform to excel academically, participate collaboratively, and develop their unique talents. Using art education to achieve this goal, the EAFE Department supported 20 teachers at 17 school sites to facilitate afterschool enrichment classes. Throughout these workshops, students engaged in interpreting works of art, fostering discussions on how art can reveal the values inherent in a culture, community, or individual. This initiative aims to cultivate creativity, critical thinking, and a deeper appreciation for the power of art in expressing personal narratives.

GATE students were also invited to a variety of districtwide enrichment opportunities. GATE students in grades 4-8 across the district participated in a project-based learning event, Invention Convention. With the support of a coach at each site, students either worked individually or in groups of up to 3 students to address the following prompt: Imagine a world where everyday problems are transformed into opportunities for innovation. The challenge was to identify a problem that they encountered in their daily life, school, community, or the broader world, and they had to invent a creative solution that addressed it. Over the course of several sessions, students worked synchronously and asynchronously to develop their invention that was then displayed and judged at the district-wide event.

Parents and guardians of GATE students were provided a series of parent workshops entitled GATE Family Institute facilitated by a gifted education consultant. These sessions were delivered virtually in the evenings to accommodate families' busy schedules. The topics covered included: defining giftedness and the social-emotional needs of gifted learners, developing resilience in gifted children, working with perfectionism, teaching gifted students to be autonomous learners by developing executing functioning skills, and redefining normal for gifted children. These sessions were recorded and posted to the GUSD website. The recordings were also shared with teachers, teacher specialists, and administrators. On average, about 100 families attend each session.

<ACTION 1.7> School administrators worked closely with their leadership teams and teachers to analyze all student data and identify the areas of growth. Working closely with their teams and with input from their education partners, schools planned instruction and intervention to support the underperforming learners. The planned actions involved a tiered system of support, where evidence-based strategies were identified and applied based on schools' and students' unique needs. Furthermore, schools included opportunities for professional development for teachers for continued growth and collaborative planning and data analysis. Schools diligently implemented their plans adjusting and modifying as needed, especially to address the challenges with the necessary intervention staffing and substitute teachers. Overall, the implementation of targeted interventions was largely successful in supporting the needs of English learners, low-income students, and foster youth. Schools conducted thorough needs assessments at the beginning of each year and again at the end of the year, and central office staff played an active role in supporting and monitoring these efforts through guidance, oversight of resources, professional development, and data review and analysis.

A variety of effective practices were implemented at schools. Teachers and staff collaborated to ensure all students achieved proficiency in ELA and Math, spanning both elementary and secondary levels. Educational Assistants supported student growth, helping with daily routines and the education of English learners, particularly at the secondary level. Reading intervention strategies were used to support LTELs in small groups, focusing on skills like finding main ideas, plot and sequence, inference, character analysis, and vocabulary enrichment. Continuous assessment and evaluation helped monitor student progress and adjust learning strategies, leading to noticeable improvements in reading skills. Supplemental materials were used to reinforce and introduce key concepts in ELA and Math at the elementary level. Intervention teachers focused on small group lessons to address the academic and language needs in these subjects. Some elementary schools invested in Lexia English to help newcomer students improve their oral language skills, including speaking, listening, and grammar. Additionally, some ELD teachers conducted afterschool sessions to prepare students for the ELPAC exam, teaching test-taking tips and academic vocabulary. Other ELD teachers provided small group interventions for newcomers, using the IDEA kit to teach everyday vocabulary, with groups typically consisting of 4-6 students at the elementary level.

The continuous analysis of multiple measures allowed schools to identify gaps and adapt interventions accordingly. The collaboration between school

leadership teams, district staff, and teachers fostered a supportive environment for implementing interventions. GUSD's T&L and EAFE Departments provided professional development opportunities, enhancing teachers' skills in effectively addressing student needs.

The overall implementation of the Inquiry Cycles was geared toward a data-driven approach to decision-making to address identified gaps and implement evidence-based instruction and intervention strategies. Schools analyzed multiple measures to identify underperforming student groups and adapted interventions accordingly. The central office staff played a key role in supporting and monitoring these efforts, ensuring that schools remained focused on addressing the needs of the targeted student groups.

The percentage of students earning "standards met" or "standard exceeded" on the 2023 CAASPP ELA compared to the 2022 results demonstrated a slight decrease for ELs (17.76% in 2022 to 15.29% in 2023) and a slight increase for low income populations (49.64% in 2022 to 49.97% in 2023). There was a significant increase in this area for foster youth (28.13% to 42.42% in 2023). The percentage of students earning "standards met" or "standard exceeded" on the 2023 CAASPP Math compared to the 2022 results demonstrated an increase for all three groups: 19.32% to 20.23% for ELs, 40.10% to 40.69% for low income, and 16.67% to 18.18% for foster youth. Similar results were observed for CAST where EL performance dropped from 4.09% to 2.29% and the low income data dropped from 31.05% to 9.53%. CAST results for foster youth increased from 9.09% to 16.67%. The UC/CSU A-G requirements data demonstrated a decrease for ELs (29.1% to 25.9%) and for low income (52.4% to 50.7%). The results continue to be at 0% for foster youth.

<ACTION 1.8> In the ongoing effort to support the needs of ELs, foster youth, and students from low income families, GUSD has consistently worked toward minimizing the number of combination (split) classes at the elementary level to ensure equitable and increased access to teachers and staff. In 2023-24, the district offered low adult/student ratios and, whenever feasible, organized single-grade classes to maximize teacher effectiveness in providing immediate academic support. Only 17 out of the total 486, or 0.034% of elementary classes were combination classrooms in 2023-34, strategically utilized to meet student and enrollment needs. In 2023-34, the district maintained a 12:1 ratio in Transitional Kindergarten, a 23.34 student average in grades K-3 and 33.0 average in grades 4-6. These allowed for increased individualized support and small group instruction, and greater student-teacher interactions.

The percentage of elementary students earning "standards met" or "standard exceeded" on the 2023 CAASPP ELA compared to the 2022 results demonstrated a slight decrease for ELs (22.57% in 2022 to 19.64% in 2023) and for low income populations (51.69% in 2022 to 50.56% in 2023). There was a significant increase in this area for foster youth (33.33% to 43.48% in 2023). The percentage of elementary students earning "standards met" or "standard exceeded" on the 2023 CAASPP Math compared to the 2022 results demonstrated a slight increase for ELs (25.20% to 25.29%) and low income (46.06% to 46.34%), and a decrease for foster youth (23.81% to 18.18%). CAST results for elementary students demonstrated a decrease for all three groups: 8.58% to 3.95% for ELs, 34.97% to 31.18% for low income, and 25% to 16.67% for foster youth.

<ACTION 1.9> To increase student access to courses and to expand the instructional time for English learners, low income, and foster youth, GUSD launched block scheduling for middle and high schools during 2021-22 and it has remained in place to the present. In this model, one day per week all seven periods meet and on the other four days students alternate in attending odd or even numbered periods. At the middle school level, first period meets every day, and at the high school level, seventh period meets every day. The addition of the 7th period has provided expanded opportunities for all students, especially English Learners, to have the option of an elective course of their choosing in addition to their required coursework. The block periods have allowed for opportunities to engage more deeply in activities that promote critical thinking, collaboration among students, and higher Depth of Knowledge (DOK) levels.

The 2023-24 first semester average GPA for English learners has increased from 2.27 to 2.36, and there was a slight decrease in the data for foster youth (2.37 to 2.06) and students from low income families (2.99-2.95). We anticipate progress by the end of the school year.

<ACTION 1.10> Recognizing the academic impact of adult-to-student ratio on student engagement, GUSD ensured that classroom assistants, trained in providing academic and behavioral support, were utilized in classrooms to support ELs, low income and foster youth. The assistants worked closely with classroom teachers to implement the interventions designed and identified by the teacher inside and outside of the classroom, helping students increase engagement and attention to time on task.

The T&L, EAFE, and SES Departments collaborated closely on supporting school administrators, teacher specialists, teachers, and education assistants with planning and delivery of Tier 1, Tier 2, and Tier 3 interventions, as described in other parts of this analysis. Furthermore, two psychologists were brought onboard to support in specific cases of students demonstrating ongoing challenges, ensuring proper identification of needs by ruling out language and socioeconomic barriers and other factors prior to consideration for additional specialized services.

The percentage of students earning “standards met” or “standard exceeded” on the 2023 CAASPP ELA compared to the 2022 results demonstrated a slight decrease for ELs (17.76% in 2022 to 15.29% in 2023) and a slight increase for low income populations (49.64% in 2022 to 49.97% in 2023). There was a significant increase in this area for foster youth (28.13% to 42.42% in 2023). The percentage of students earning “standards met” or “standard exceeded” on the 2023 CAASPP Math compared to the 2022 results demonstrated an increase for all three groups: 19.32% to 20.23% for ELs, 40.10% to 40.69% for low income, and 16.67% to 18.18% for foster youth. Similar results were observed for CAST where EL performance dropped from 4.09% to 2.29% and the low income data dropped from 31.05% to 9.53%. CAST results for foster youth increased from 9.09% to 16.67%. The graduation rate data demonstrated a slight decrease for ELs (85.0% to 83.3%) and for low income (92.8% to 90.5%). The results showed a significant growth for foster youth, from 50.0% to 75.0%.

<ACTION 1.11> GUSD continued to offer expanded learning opportunities to support ELs, low income, and foster youth. All middle schools and high schools offered summer school classes on their campuses except for Clark Magnet High School. Clark Magnet students were offered the opportunity to attend summer school at their high school of residence. Courses offered at each site included credit recovery and advancement courses. Summer school was in session five days a week for five weeks. At the middle school level, a number of core foundation building classes such as English and Math Essentials and math acceleration classes, such as the Summer Math Bridge, were offered. The high school summer program included A-G required courses for credit recovery and accelerated math, science, social science, and health courses. Additionally, the College Essay Preparation non-credit course was offered to prepare students for college application season. GUSD will be offering summer school opportunities again in future years, with additional extended learning opportunities for 6th graders at the middle schools in music, arts, culinary arts, and physical education.

Students in Grades 4 through 6 experiencing continuous behavioral challenges are assigned to Saturday School held at two elementary campuses to help them with reflecting on and correcting the behaviors. This is an intensive follow-up support to the progressive behavior process implemented in schools. Students attending Saturday school are counseled by the school administrator, the teacher specialist or counselor about their behavior choices helping them with improved decision making.

GUSD’s 2023-24 kindergarten enrollment includes 1,665 students, of which 616 (37%) are English language learners and 172 (3%) receive special education services. Planning for the implementation of Full-Day Kindergarten began in 2022-23 and included a comprehensive needs assessment, recruitment of a committee, and continuous communication with all education partners. The Full-Day Kindergarten Implementation Advisory Committee was assembled in the Spring of 2023 and included elementary principals, teacher specialists, TK-1 teachers, and certificated bargaining unit representatives. GUSD has a history of providing Full-Day Kindergarten, which was previously available in the 50/50 dual language immersion programs. The Committee presented its findings, the pertinent data, and the planning steps to the GUSD Board of Education. Negotiations regarding changes in working conditions are ongoing and are expected to be finalized before the start of the 2024-25 school year. Professional development, budget planning, and facilities preparations are in process to prepare for the launch of full-day kindergarten in the 2024-2025 school year.

Student performance on the districtwide i-Ready diagnostic (elementary) and the NWEA MAP diagnostic (secondary) has demonstrated the following results, which indicate overall consistency in performance:

- i-Ready on or above level percentage in reading fell from 65% (Spring 2023) to 62% (Spring 2024)
- i-Ready on or above level percentage in math maintained at 61% (Spring 2023 to Spring 2024)
- NWEA MAP average, high-average, or high percentage in reading increased from 67.7% (Winter 2023) to 68.5% (Winter 2024)
- NWEA MAP average, high-average, or high percentage in math increased from 67.4% (Winter 2023) to 67.8% (Winter 2024)

<ACTION 1.12> GUSD’s implementation of actions to support extracurricular opportunities has been comprehensive and targeted toward enhancing student

connectedness and academic achievement, particularly for low-income and foster youth populations. Students were provided with opportunities to participate in instrumental and choral music programs, afterschool sports and technology classes, fostering a sense of belonging and engagement among students.

Programs varied by school and were designed based on student interest and need. The extracurricular opportunities were further expanded through collaboration with community partners. Nearly 42% of low-income students across twenty elementary schools chose to participate in elementary instrumental music programs.

The Math Field Day competition was a culminating activity for school teams who participated in months of practice to strengthen their math application skills. Teams of four students from 22 GUSD schools in Grades 4 through 6 competed in three rounds: Problem Solving, Conceptual Understanding, and Individual Problem Solving. The twelve students who placed first in Individual Problem Solving represented the district at the Los Angeles County Math Field Day.

120 students from 8 elementary schools competed in Lego Robotics where they learned to program the software along with the Lego Mindstorms EV3 robotic sets. The EV3 Core set enabled students to design, build, program, and test their solutions based on LEGO building bricks, combined with real-life robotics technology. To prepare for the Elementary Robotics Tournament, students engaged in STEM-focused and project-based learning activities by working in groups, engaging in critical thinking, and testing solutions to complete missions. Students also collaborated to design presentations that were presented and judged at the event. The Elementary Robotics Tournament concluded with an awards ceremony, awarding elementary schools in three categories and one overall winner.

Two cohorts of students were sponsored to participate in the AGBU Innovation Studios Sessions for 10 Saturdays at the Pasadena AGBU makerspace. Students participated in project-based extracurricular programs designed to empower youth by equipping them with 21st Century skills. The program adopted a multidisciplinary and interdisciplinary approach, integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics) and design thinking into its creative curriculum. The curriculum was rooted in the architectural design Studio model, where expert coaches guided participants through hands-on problem-solving, incorporating complex, comprehensive issues. The Studio model employed exercises to build skills and integrate knowledge into final projects. Coaches mentored participants through iterative design thinking processes, including brainstorming, researching, prototyping, and creating. Final projects were showcased in comprehensive portfolios.

Afterschool soccer was offered at some schools through Collegiate Skills focusing on teaching students the fundamental skills which then evolved into games between students. EnrichLA provided an interdisciplinary garden-based education program where students learned about gardening, healthy eating, nutrition, and environmental stewardship. The California Dance Institute provided movement and dance instruction to 2nd through 4th grade students at some schools, and Tinker Club and Mad Science provided after school hands-on STEM classes. Parker-Anderson Enrichment provided TechKidz: Coding classes in grades TK-5. Drama Enrichment classes were provided through Drama Maniacs.

In collaboration with the City of Glendale, the One Glendale after school youth sports program provided free after-school co-ed recreational sports, including flag football, basketball, soccer, and volleyball, for over 1,200 fourth- and fifth-graders at eight elementary schools. In addition to the sports skills, the program also focused on building skills for positive health, character, and academic outcomes.

According to the 2023 ELA CAASPP results, the low-income student group demonstrated a modest decrease at 50.56% proficiency, compared to the 51.69% in 2022, while the 2023 Math CAASPP results showed a modest increase at 46.34%, compared to the 46.06% in 2022.

<ACTION 1.13> GUSD has continued to ensure that all elementary schools are staffed with a library and media specialist to collaborate with the teachers and staff in creating literacy and technology rich learning experiences and fostering lifelong learning, especially for ELs, low income and foster youth. This additional specialized support staff created ample access to the school library and media center for students, where they could access information and resources vital for their learning journey. Strategies were developed and implemented to seamlessly integrate technology into learning opportunities for the targeted student groups, enhancing their engagement and learning outcomes.

The presence of library aides and multimedia specialists has transformed school libraries and media centers into vibrant hubs of learning, where students receive personalized support and guidance in navigating a wealth of resources. Collaborating closely with teachers, these specialists play a pivotal role in integrating technology seamlessly into classroom instruction, thereby enhancing student engagement and academic achievement. The implementation of deployed library aides and multimedia technology specialists has been effective, as evidenced by additional adult support being available at the school sites. Technology specialists are available during the school day by email, chat, phone to assist with implementation.

The introduction of a Chromebook take-home program has empowered students to seamlessly transition between in-classroom and at-home learning environments, promoting continuity and flexibility in their educational journey. The 1:1 device ratio is evidence of the effectiveness through increased access to technology resources in and outside of school. The media specialists have been key in supporting teachers, students, and parents with the effective use of these tools. Also, they have been important in helping with the use of various learning platforms, as more curriculum has gone digital. The provision of iPads equipped with Google Translate functionality has facilitated enhanced accessibility, breaking down language barriers and fostering inclusivity within the learning community.

The percentage of elementary students earning “standards met” or “standard exceeded” on the 2023 CAASPP ELA compared to the 2022 results demonstrated a slight decrease for ELs (22.57% in 2022 to 19.64% in 2023) and for low-income populations (51.69% in 2022 to 50.56% in 2023). There was a significant increase in this area for foster youth (33.33% to 43.48% in 2023). The percentage of elementary students earning “standards met” or “standard exceeded” on the 2023 CAASPP Math compared to the 2022 results demonstrated a slight increase for ELs (25.20% to 25.29%) and low income (46.06% to 46.34%), and a decrease for foster youth (23.81% to 18.18%). The Summative ELPAC results English Learners at the elementary level were as follows: ELPAC 1 - 22.71% (2023) from 17.82% (2022), ELPAC 2 - 23.67% (2023) from 25.37% (2022), ELPAC 3 - 33.54% (2023) from 39.27% (2022), and ELPAC 4 - 20.08% (2023) from 17.54% (2022) reflecting the increasing number of newcomers entering GUSD and the continued progress made by ELs.

<ACTION 1.14> As of 4/17/2024, there a total of 12,190 Chromebooks checked out to ELs, Low Income and Foster Youth, representing a 26% increase. Access to technology has greatly increased, demonstrating program effectiveness. Hotspots were provided to families demonstrating need as identified by the Student Wellness Services (SWS) Department. Furthermore, all schools featured enhanced Wi-Fi coverage, allowing students more flexibility to engage in online activities during and after school hours. GUSD maintained the 1:1 ratio of Chromebooks and there is ample supply to rapidly replace damaged or missing devices.

The Educational Technology and Information Services (ETIS) Department staff worked with T&L to ensure that all necessary integrations for the Clever platform and online instructional resources were synced, the rosters were accurate, and there was full access to content on-site and at home. The ETIS Teacher Specialists provided technical support to students and families in a walk-in setting at the district office. The ETIS Kiosk in the lobby of the district office has been valuable for students and families to receive timely tech support, such as checking out new devices or exchanging a non-functioning device. Multiple schools also offered on-site kiosks to support immediate technology needs. Offering this “one-stop shop” with direct access to technology specialists to assist with troubleshooting has ensured that students and families have consistent, uninterrupted access to technology resources.

The 2024 ELPI is not available as of the writing of this plan. The 2023 ELPI demonstrated a progress of 60.3% compared to the 58.3% in 2019.

<ACTION 1.15> GUSD has seen a significant increase in the number of newcomers during the past few years. Of the 1,828 students who were administered the Initial ELPAC in 2023-24, 1,585 were identified as ELs, with 1,326 or 72.54% scoring at the Novice level of English language proficiency. Enrollment of newcomers has been ongoing throughout the year. Continuously monitoring LTELs and supporting them through appropriate instruction and intervention has been at the forefront of GUSD’s work. There was a significant decline in the percentage of LTELS, 13.3% in 2022-23 compared to 23.9% in 2021-22. As of April 2024, the number of LTELs was at 465.

To ensure that these students and all ELs were provided with quality instruction and services, the EAFE Department collaborated with T&L and SWS to meet their multifaceted needs. The district designed and delivered additional academic and social emotional support services, such as tutoring, mentoring, enrichment opportunities, resources and parent/guardian sessions, through the use of federal funds, the RSI/CalNEW and other grants.

GUSD adopted the Houghton Mifflin Harcourt Language Launch curriculum in Spring 2023 for secondary ELs at the emerging level based on the recommendation of the secondary ELD Curriculum Study Committee (CSC) following a curriculum review process. Language Launch is an online program that is expressly designed to support newcomer Emerging English learners. It is an explicit and interactive ELD curriculum designed by Dr. Kate Kinsella, a leading expert in second language acquisition. Language Launch provides a foundation in social and academic English—speaking, listening, reading, and writing skills needed to successfully begin to discuss, describe and explain information. Secondary ELD Teachers, 6th grade teachers from the elementary level, and Teacher Specialists received robust professional development on understanding and identifying the needs of newcomers, the new curriculum materials, and their effective use in the classroom. GUSD committed to additional coaching support from the publisher using other district funds. Implementation began during the 2023-2024 school year. T&L and EAFE will evaluate the first-year implementation and plan the next level of support for the following year.

On February 29, 2024, representatives from elementary schools were invited by T&L for the Elementary newcomer ELD Curriculum preview. A total of sixteen elementary teachers participated in the process where three programs: Vista Higher Learning (Get Ready Sail and Get Ready Soar), Project Adelante, and Carousel Learning were presented for review followed by a thorough discussion to determine which would best meet newcomer's needs in GUSD. The team chose to pilot Vista Higher Learning and Carousel Learning. A follow-up meeting was held with the piloting teachers to gather their feedback. Principals and the public were also given the opportunity to review and provide feedback before a final recommendation is made to the Board for approval. GUSD anticipates launching the implementation of the selected elementary newcomer curriculum in 2024-25, which will include comprehensive training and support for teachers.

The T&L Department, along with teacher specialists from EAFE provided professional development opportunities focusing on strengthening academic literacy for Long Term English Learners (LTEL) and strategies to strengthen their Social-Emotional Learning (SEL) skills by creating relationships and making connections. Professional development included a focus on effective instructional strategies for language development as well as strategies to support ELs in core academic subjects. T&L and EAFE teacher specialists worked with teachers to help them integrate evidence-based oral and written language development strategies and supported schools with continually monitoring student progress through formative and summative assessments.

Beginning in the fall and continuing throughout the year, the EAFE team reviewed the EL data with each school's administration and teacher specialist to determine the specific needs of the ELs, and particularly, Long Term English Learners (LTELs). Specific strategies to support LTELs were discussed, and the school reviewed their suggestions and ideas for supporting and guiding these students towards reclassification. EAFE recommended that each school coordinate individual meetings with each LTEL to develop the student's awareness of their progress and plan a targeted support for the student's growth in language proficiency. Teacher Specialists, administrators, counselors, and as appropriate, teachers met multiple times with students to provide ongoing guidance and support and lead them towards success. EAFE reviewed the process with the specialists at the monthly meetings, ensuring they were equipped with the skills necessary to hold these essential conversations. Each school determined a timeline for their meetings with LTELs; some were scheduled around grading periods and others were aligned with ELPAC dates.

Extended learning opportunities were offered to secondary LTELs and newcomers during summer. Schools selected ELs to invite to summer school based on the outcome of the school Language Appraisal Team's (LAT) review. The LAT included the key personnel with knowledge of student performance, including but not limited to the school administrator, teacher specialist, counselors, and the teachers. Teacher Specialists are trained in the facilitation of the LAT. The team examined the data and documented the student's progress by reviewing work samples, assessment results, and the teacher observations of student progress in class. They reviewed students' progress towards meeting graduation requirements and examined all the supports provided before recommending participation in summer school. This process takes place annually to ensure that ELs are offered all possible opportunities for advancing their language skills while continuing to earn credit on the path to graduation. ELs performing at the emerging level used the Language Launch curriculum, and those the expanding and bridging levels used the English 3D curriculum. Additionally, school supplies were provided to middle schoolers to ensure their success. T&L and EAFE collaborated on providing training to teachers facilitated by the publisher's consultant to ensure that EL teachers were well-prepared to deliver the summer extended learning opportunities.

During 2023-24 T&L and EAFE collaborated closely to provide a comprehensive series of workshops to equip site-based teacher specialists with the knowledge, information, and tools to deepen their understanding of the unique needs of English Learners, and specifically focusing on supporting Long Term English Learners and newcomers. The training was provided during the regular monthly specialist meetings, as afterschool workshops, office hours, and additional mini lessons, allowing them the opportunity to engage in collaborative conversations and develop their next steps to support these learners and their teachers at their schools. Some of the topics addressed were:

- Experienced Multilinguals (LTELs), 2 part series focusing on academic and social emotional needs
- Thinking Maps for the Elementary Language Learners
- High-Impact ELD Strategies for Secondary Math and Science
- Talk Structures
- ELD Descriptors for Evaluating Language Acquisition Progress
- EL Identification, Assessment, Placement, and Monitoring Procedures
- EL Support for Academic Progress
- iPad and Translation Support for Newcomers
- Language Appraisal Team (LAT) Best Practices
- EL Shadowing
- EL After School Support
- Newcomer Orientation
- Instructional Strategies for Newcomers (2-part series, elementary and secondary)
- GLAD Strategies for Newcomers (2-part series, elementary and secondary)
- Brain POP ELL for Newcomer support

The Summative ELPAC results for all English Learners were as follows: ELPAC 1 - 23.37% (2023) from 18.27% (2022), ELPAC 2 - 24.41% (2023) from 24.90% (2022), ELPAC 3 - 32.39% (2023) from 37.34% (2022), and ELPAC 4 - 19.83% (2023) from 19.49% (2022). There was a significant drop in the number of LTELs: 13.3% in 2023 from 23.9% in 2022.

<ACTION 1.16> GUSD is proud of its commitment to advancing multilingualism through its nationally renowned Dual Language Immersion (DLI) program where students have the option to learn one of the seven languages offered in addition to their core English language program. In 2023-24, 546 ELs participated in DLI across the languages in grades TK-8, deepening their language proficiency in both English and their home language while attaining content mastery across disciplines. About 700 or 20.7% of all students in DLI were Reclassified English Proficient (RFEP) students.

DLI teachers, both target language and English teachers, participated in team collaboration meetings throughout the year organized and facilitated by the DLI district administrator and DLI the teacher specialists. Strategies to increase oral language production, improve language proficiency levels, and effective writing were some areas of focus. Professional learning opportunities included Culturally Embedded Biliteracy Pedagogy, Oral Language Production in the Classroom, and GLAD Strategies.

Out of the 274 English Learners in DLI programs who took the CAASPP assessment in the spring of 2023, 30 students or 22.3% met or exceeded standards in English Language Arts. In comparison to the spring of 2022, the percentage of those who met or exceeded standards on ELA decreased by 1.2%.

The results of the 2023 CAASPP ELA demonstrated that 72.40% of the students in the DLI program scored at the “Met” or “Exceeded” levels compared to the 71.49% in 2022.

The district continued to conduct parent/guardian information sessions and tours educating and informing parents of DLI program benefits especially for EL families who are reluctant to enroll their children in DLI as their priority is the student’s English language proficiency.

<ACTION 1.17> To ensure equitable access to opportunities for college and career, GUSD students from low income families were again invited to take the

Advanced Placement (AP) Exam for the minimal cost of only \$5.00. The 2024 numbers for low income students taking the AP exam are not available as of the writing of this plan, however in 2022-23, 66.38% of all low income students took one or more AP exams, and 1,041 low income students were enrolled in one or more AP courses compared to 841 in 2021-22.

<ACTION 1.18> Allan F. Daily Continuation School individualized services, small group support and 1:1 support as well as a reduced student to teacher ratio and support staff. Timely feedback was utilized throughout the school year as well as creating learning goals and meeting the socio-emotional needs of students to enhance self-efficacy.

Relevant challenges at Daily included student attendance. Personalized learning, family engagement, and alternative schedules were made for students with attendance challenges, however, some chronically absent students have continued to need additional support to be successful. Of the students that continue to struggle due to attendance, they are predominantly over the age of 18 and prefer to continue in an adult education setting.

Graduation rates continue to be an area of challenge due to the unique needs of the students attending the school. Based on the 2022-23 results, the graduation rate for ELs was 24.1% and it was 28.8% for low-income students. The 2022 results, impacted by the provisions of AB104 to mitigate learning loss due to COVID, included many 5th year graduates (39 of the 82), which may have resulted in the higher graduation rates in 2021-22; 47.4% for ELs and 55.2% for low income. Furthermore, the overall enrollment at Daily has dropped since the District's implementation of block scheduling and the addition of a 7th period the past few years, giving students the opportunity to complete coursework at the comprehensive schools. The 2023 fall NWEA MAP ELA assessment results demonstrated that 31% of students tested above the 41st percentile, meeting Criteria 3 for reclassification of ELs. 22% tested in the 21st-40th percentile and 47% tested in the 1-20th percentile. The results of the spring NWEA MAP ELA showed that 32% of students scored above the 41st percentile. 30% tested in the 21st-40th percentile and 38% tested in the 1-20th percentile. The school showed slight improvement in the top 41st percentile and a larger increase in less students testing in the 1-20th percentile in the Spring administration.

Relevant successes experienced in 2023-24 demonstrated an increase of 10% in classes passed the first trimester of the 23-24 school year. As of March 2024, the school was on track to increase its graduation rate. Staff and faculty at Daily monitored student success as well as the success of English Learners and low-income students enrolled at Daily High School.

<ACTION 1.19> In 2023-24, approximately half of the students at Anderson W. Clark Magnet High School were from low-income families. GUSD provided transportation to students from across the district to ensure equitable access to the award-winning and nationally recognized programs at the magnet school. Close to 750 students took advantage of the bus transportation to attend Clark. The district provided 14 buses with 20 stops located near students' elementary school of residence.

The 2024 CAASPP, a-g completion, and graduation rates are not available as of the writing of this plan. The overall drop in enrollment at GUSD has impacted all schools, including Clark where the number of low income students dropped to 49.2% in 2023 compared to 52.98% in 2022. According to the 2023 CAASPP results, there was an increase in the performance of low-income students who scored "met" or "exceeded" on the Math test from 64.43% in 2022 to 68.53% in 2023, while there was a slight drop on the ELA test from 90.60% in 2022 to 87.80% in 2023. The a-g completion rate was slightly lower, from 96.6% in 2022 to 95.9% in 2023, and the four-year adjusted cohort graduation rate changed from 99.4% in 2022 to 98.8% in 2023.

<ACTION 1.20> Every elementary school was provided with support, guidance, and funds to continue the work of closing the achievement gap in ELA and math for all students. School administrators and teacher specialists developed school-specific Intervention Plans following a comprehensive review of their data. Evidence-based interventions were selected with support from the EAFE and T&L Departments to address the needs of students performing at the "not met" and "nearly met" levels on the ELA and Math CAASPP. In addition to the state assessments, schools also included local metrics such as the iReady performance in ELA and Math.

The Intervention Plans included the following strategies and activities implemented in 2023-24:

- Teacher collaboration time to analyze data and plan instructions and interventions
- Extended learning through before and after school tutoring in reading, writing, and math

- Extended learning by a tutoring agency
- Resources and supplies needed for intervention
- SWUN math supplemental resources
- Teacher collaboration time to align instructional/learning materials to each instructional group
- Intervention teachers to provide small group instruction in a pull-out model
- Teacher collaboration to review and redesign the writing prompts and grading rubrics
- Targeted lessons with an intervention teacher focusing on language and academic needs
- Pull-out math intervention with a credentialed teacher
- Intervention materials

The plans were reviewed and approved by the elementary and secondary Executive Directors. The EAFE Department monitored the expenditures and T&L provided ongoing guidance and support with the appropriate professional development and resources. Schools monitored student progress using local measures and will complete an analysis upon availability of the 2024 CAASPP data.

<ACTION 1.21> In its third year of implementation, the Super Tutor program continued to support student learning through peer tutoring. From November 1, 2023, to April 17, 2024, the program proudly supported over 320 unique students across more than 1,200 tutoring sessions. Nearly two-thirds of these students participated in multiple sessions. The program was recognized with a 2023 Golden Bell Award from the California School Boards Association (CSBA), celebrating its success in the "Closing the Opportunity Gap" category. The student tutors are not only academically proficient but also received training in pedagogical practices to maximize their impact. Super Tutors received compensation for their tutoring efforts through other district resources, providing many students with their first employment experience and a valuable addition to their resumes.

Goal #1 and its subsequent 21 actions were part of an ambitious agenda to improve teaching and learning in the Glendale Unified School District and represented a true collaboration between teachers, students and families.

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 were minimal material differences between the 2023-24 budgeted expenditures and the estimated actual expenditures for Goal 1 - Maximize Student Achievement: Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.

GUSD budgeted for \$84,938,702 for the 2023-24 Goal 1 and all actions. Estimated actual expenditures showed that GUSD expended \$82,414,452.

Most notable differences:

- Action 1.1: Instruction and Professional Development - GUSD expended \$705,954 less than budgeted due to the use of Educator Effectiveness grant for professional development.
- Action 1.2: Instruction-Related Services for Special Education - GUSD expended \$678,905 more than budgeted due to the increase in Non-Public Schools/Agency cases.
- Action 1.4: College, Career, and Life Readiness - GUSD expended \$1,101,147 less than budgeted due to the use of ELO-P and ESSER funds.
- Action 1.7: Instructional Support - School Level - GUSD expended \$254,901 more than budgeted due to statutory and health & welfare benefits.
- Action 1.8: Instructional Support - Elementary - GUSD expended \$291,854 less than budgeted due to changes in staff with lower salaries.
- Action 1.10: Academic and Behavioral Support - GUSD expended \$841,714 less than budgeted due to challenges in filling vacancies of embedded behavior and academic assistants.
- Action 1.11: Expanded Learning Opportunities - GUSD expended \$220,620 less than budgeted as these funds are set aside for the 2024 summer school.

- Action 1.13: Elementary Library/Media Education - GUSD expanded \$125,432 less than budgeted as the budget was overstated and has since been adjusted.

All other actions in Goal 1 were implemented as planned and budgeted.

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

GUSD worked diligently to provide high-quality instruction and support to all learners during the pandemic and has since restored all instructional practices and services as students returned to in-person instruction after the pandemic. The implementation of the actions in Goal 1 demonstrate the focused and strategic efforts in all areas that led to the growth in many areas, and in some parts the district is continuing to address the challenges through collaborative conversations and input from education partners. While the 3-year desired outcomes were not reached exactly as written, there was a significant growth in 2023-24 as compared to the baseline data.

T&L's outreach to schools and to teachers via presentations, coaching, professional learning workshops, training, and other activities was effective in building capacity for quality instruction and intervention in the classroom. The T&L specialist team provided direct support in the classrooms across the district building a greater understanding of needs and engaging actively with instruction. The presentation of the strategies, resources and the content was rigorous and had an effective impact on teachers who participated actively. Some of the barriers to implementation remain a lack of time for collaboration and planning that drives more successful implementation efforts. As part of the Schools on the Move initiative, T&L effectively facilitated sessions with school teams and principals on connecting student performance to teacher activities. Continued work in this area and on the effective use of the Inquiry Cycles supported by T&L and led by school principals will also enhance the focus and accountability measures within grade levels and departments. The training sessions were effective in helping teachers understand the value of conceptual instruction as an alternative to direct instruction and drill/practice routines. Teachers participated in hands-on workshops where they participated in activities designed for students. Follow up activities were assigned following the training sessions. The hands-on components were effective for their learning, and continued work in this area is needed to translate it to full implementation in the classroom.

Professional development efforts across K-12 and various programs resulted in positive feedback from participants. The collaborative process with the Transitional Kindergarten (TK) team produced a strong, developmentally appropriate and user-friendly report card that was supported by TK teachers. At the K-5 level, demonstration lessons, observations, and co-planning sessions and coaching were essential to the success of the initiatives. T&L's availability to support teachers in the GLAD strategies rollout and sharing key pieces with specialists and at department meetings was an effective way to ensure good teaching practices were implemented in the classrooms with fidelity. In grades 6-12, demonstration lessons were extremely helpful. Participating teachers reported that they were continuing to follow up and implement strategies learned in training and from the modeling by the specialists. The sessions focusing on the core novels were exceptionally successful. Teachers were helped by the standards ladder training, and by being given time to collaborate with their grade alike peers to ensure their instruction meets standards expectations, is developmentally appropriate, and offers engaging ways for students to demonstrate their learning.

Professional development in math supported teachers with effective strategies to improve instruction. Math and ELD Walkthroughs were effective in helping teachers observe and experience instructional practices among colleagues. This experience was exceptionally strong and created enthusiasm and new learning for math teachers at Glendale High School. In Year Two of its launch, the effort to develop the new Ethnic Studies curriculum was effective in improving the rate of completion. The close collaboration with the EAFE department to support schools with deepening ELD instruction has proved to be very beneficial for identifying next steps and the appropriate direction for professional development. The outreach to teachers and leaders of English Learners was multifaceted and highly effective. The team completed observations of 100% of secondary ELD teachers, convened two groups of teachers to conduct curriculum review and study teams for the adoption of newcomer curricula for secondary newcomers and emergent bilinguals as well as elementary newcomers. The T&L ELD specialist provided training to the teacher specialist teams on effective instructional strategies as well as visiting campuses when specialists reached out for support. In these visits, entire faculties were trained on ELD strategies for implementing newcomer instruction. One of the most

impactful trainings was provided to secondary ELD teachers that involved rotating through a demonstration lesson, a workshop on integrating GLAD literacy strategies, and a curriculum tour where they tackled logistics around using the adopted curriculum more efficiently and effectively. Integration of GLAD literacy strategies into cross curricular professional development was a new and highly effective structure that supported the growth of the new specialist team's capacity as well as the capacity of new and veteran educators to implement them into their instruction. Elementary specialists worked closely with elementary teacher teams, and students, to learn the Science of Reading. This was a highly popular experience with teachers and we received repeated requests to create and offer a more robust reading support system for the 24-25 school year. In 2023-24, T&L successfully delivered workshops to nearly 300 teachers on intervention strategies designed to support struggling learners. These workshops were effective in allowing specialists to model the strategies and demonstrate to teachers how to properly implement the strategies. Specialists followed-up with in-person visits to individual classrooms or grade level team meetings to deepen implementation and support learners. All efforts delivered through T&L to support English Learners, Low Income, and Foster Youth were impactful. Teachers requested these types of support specifically, and these workshops, coaching experiences, and training addressed their needs directly, therefore there was a high level and immediate implementation on their part.

T&L's work was effectively grounded in the intentional focus to ensure that all instruction was culturally relevant and responsive. This work was made possible through the Learning Together Grant which funded anti-bias and anti-racist instruction through workshops on Implicit Bias, White Supremacy, Inequitable Systems and Teaching for Justice. In addition to this work supporting the Equity Champions on school campuses, T&L threaded the key learnings into all professional development developed for teachers. Teachers learned how to be better, more just and equitable teachers to the level they are comfortable facing truths within themselves.

While the 3-year desired outcomes were not reached, the consistent efforts in supporting teachers and administrators with effective implementation of high impact strategies should result in greater academic growth moving forward, as seen in the small increases from 61% on the 2022 CAASPP ELA to 62.04% in 2023, and from 52% on the 2022 CAASPP Math to 52.31% in 2023. The CAST performance is demonstrating an increase at 42.10% in 2023 from the pre-pandemic performance of 38.17% in 2019.

The Special Education Services (SES) Department was effective in ensuring appropriate placement of students based on their IEPs in the least restrictive environment. Kindergarten students with IEPs who demonstrated "on grade level" academic achievement but needed extra time with behavioral support were placed in a "General Education Readiness" class with additional behavioral support and mainstreaming opportunities. This program was effective in ensuring that they were receiving instruction aligned to their grade level academic standards while supporting the reshaping behaviors to transition successfully to grade 1 in general education with support. Individual counseling sessions for students with an IEP have proven to be effective in addressing issues directly related to accessing the academic program. Having a team of psychologists and psychological service providers who are a part of the GUSD staff has significantly increased their collaboration and has positively impacted the effectiveness of services to students. Sonday and SWUN math have proven to be very effective interventions for all students struggling in reading and math, and now Sonday has been considered at the middle and high school levels due to its effectiveness.

GUSD departments, SWS, SES, EAFE and T&L, collaborate to provide support to all students through effective instruction, intervention, and support for continued growth. Trained classroom assistants were placed in classrooms to support all students with academic and behavior interventions and small group instruction. Schools monitored the student performance and progress throughout the year and implemented further supports as needed.

The 2023 California Dashboard demonstrated 60.3% proficiency on the ELPI metric compared to the 58.3% in 2019. GUSD has expanded its efforts to effectively implement dELD and iELD, especially in light of the continuing significant increase in the number of newcomers in the past two years. The effectiveness of this work has also resulted in the increase of the Reclassification Rate from 10.8% in 2020 to 19% by April 2024, and the reduction in the number of LTELs from 23.9% in 2021-22 to 13.3% in 2022-23. The implementation of block scheduling at the secondary level, the adoption of a new curriculum for emerging ELs, along with the intensive training and support through the strategic collaboration of T&L and EAFE have been some of the effective strategies for meeting the needs of English Learners. School-specific intervention and support resources, opportunity to develop their primary language in dual immersion programs, extracurricular opportunities, and the availability of library/media specialists has allowed schools to provide ELs with the resources and instruction to drive progress in language acquisition. The Welcome Center has been instrumental in establishing the first connection for

building a positive relationship with the families of ELs and for designing and providing resources that will best support them. This has allowed for closer collaboration among various departments for a multifaceted approach.

The technology support for access and use of digital resources was very effective in providing students the resources to tools that supported instruction, especially for ELs, low income, and foster youth. All students had access to devices that could be used both at home and at school for continuous learning. The technology specialists and the implementation of the SAMR model was effective because teachers expanded their technology literacy and learned new strategies to use the GUSD tech resources.

The CTE programs have been very effective in preparing students for college, career, and life. The CTE Pathway completion rate of 16.4% in 2022-23 exceeded the 3-year desired outcome which was set at 15%. Furthermore, the A-G and CTE metric outcome was 13.1% in 2022-23, higher than the 3-year desired outcome of 11%, and the percent of students Prepared on the College/Career Indicator increased to 58.7% in 2023 from 54.2% in 2019. The implementation of CCGI which has begun recently will be an impactful next step for creating meaningful Individual College and Career Learning Plans for all students in grades 7-12.

Providing transportation for students from low income families to attend Clark Magnet School has been effective in increasing their access to greater coursework preparing them for college, career, and life. Furthermore, more students have access to taking AP exams with the potential to earn college credit, college admission, and potential scholarship funds due to the district offering low cost AP testing for low income students.

The Super Tutor program at the secondary level has been an effective approach to peer academic support as demonstrated by strong student interest in the position. Nearly two-thirds of the students have participated in multiple tutoring sessions, demonstrating the program's value and effectiveness.

The development and launch of a comprehensive GATE program at GUSD has been very effective as evident by the increased number of identified students, especially ELs and students with special needs. The training, support, and resources offered to teachers, schools, and parents has expanded everyone's capacity to serve GATE students effectively.

There has been relative consistency across the diagnostic results. The only area that experienced a decrease was in i-Ready reading where the percentage of students on or above level fell from 65% (Spring 2023) to 62% (Spring 2024). i-Ready on or above level percentage in math maintained at 61% (Spring 2023 to Spring 2024). NWEA MAP average, high-average, or high percentage in reading increased from 67.7% (Winter 2023) to 68.5% (Winter 2024). NWEA MAP average, high-average, or high percentage in math increased from 67.4% (Winter 2023) to 67.8% (Winter 2024)

The implementation of reducing the number of combination classes at the elementary level has made significant strides in achieving its objectives. The focus on reducing class sizes and providing individualized support has positively impacted student learning experiences. Challenges related to enrollment dynamics and resource allocation were acknowledged and addressed to the best extent possible. The district remains committed to refining and optimizing strategies for further improving educational outcomes for English learners, low-income, and foster youth in the upcoming years.

The expansion to seven periods at the secondary level has provided students with many more opportunities to explore elective courses. CTE, VAPA, World Language, and other elective programs have greatly benefited from increased enrollment. Teachers have collaborated to create new courses based on student and teacher interest. English Learners and students with disabilities have had opportunities to take electives of their choosing while still taking the necessary support classes to support their academic success. In 2019-20, English Learners and students with disabilities were limited in options for elective courses such as Visual and Performing Arts, Career Technical Education and other academic electives of personal interest. With the 7 period day, these opportunities increased dramatically for students who were also enrolled in ELD and Special Education elective courses: in 2019-20, 3286 enrolled in other electives of interest and in 2023-24, 5092 enrolled in other electives of interest.

A number of practices implemented at Daily Continuation High School were effective in supporting students and teachers. This included individualized services, small group and 1:1 support in reading and math, and high impact tutoring. In classes where reading and math support were designated, there was

an increase in the class passage rate for students that attended the class regularly. All classes utilized timely feedback in project-based learning lessons in all classes that allowed students to engage in their learning. The school was able to maintain low student to teacher ratios that supported student socio-emotional wellness, increased self-efficacy, and increased motivation which resulted in more classes passed. English learners and low-income students were provided with primary language support in their academic classes through bilingual college tutors and bilingual educational assistants. English and English Language Development classes were linked so that students' language acquisition was supported by their English teachers resulting in more ELs passing their English classes. A full time therapist was available for all students, including ELs to provide mental health support which increased attendance and participation in academic classes.

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

Reflecting on the progress made in Goal #1 and through the feedback from educational partners, there is now greater clarity around the overall targets that need to be met in order to maximize student achievement. Going forward, rather than have an all encompassing instruction goal, there will be additional, specific actions created to address our top instructional priorities: (1) literacy by third grade [Action 1.2], (2) math literacy by the end of elementary school (5th or 6th grade as the final grade varies by elementary site) [Action 1.3] and (3) college and career readiness by 12th grade [Action 1.4]. Through reflection and feedback from educational partners, it was possible to collapse several previous actions into the new Action 1.4--instructional support secondary (previously 1.9), expanded opportunities, AP exams (previously 1.17) and additional instructional support (previously 1.21). Collectively, these "targets" are the points that GUSD school teams can rally around as they propel student achievement across the grade levels and garner support from families. Also, there is a need for sharper focus on the California School Dashboard indicators to guide our collective efforts of school improvement. GUSD will tie actions to the indicators with schools and student groups in the "red" and use those metrics to gauge progress through the LCAP cycle.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Rate	96.6% in 2020-21 per	93.74% in 2021-22 per	2022-23 based on the	2023-24 based on calculated	98.1%

	District SIS/Q	District SIS/Q (based on P-2 submitted in April for up to month 7 ADA)	recently calculated and submitted P-2 is 94.37%	P-1: 95.07% (8/16-12/8/23)	
Chronic Absenteeism Rate	6.3% in 2019 per CA School Dashboard	2.89% in 2020-21 per CALPADS report 14.1 (1.74% between 10-20% absent and 1.15% over 20% absent)	19.49% in 2021-22 per CALPADS report 14.1 (15.5% between 10-20% absent and 4% over 20% absent)	18.10% for 2022-23 per CALPADS report 14.1 15.01% as of 2/5/24 for 2023-24 based on Q SIS data.	0.3%
Middle School Dropout Rate	0.66% (12/1830) in 2020 per CALPADS	0.38% (7/1864) in 2021 per CALPADS	0.5% (8/1716) in 2022 per CALPADS report 1.24 (8th grade denominator)	1.41% (26/1850) in 2023 per CALPADS report 1.24 (8th grade denominator)	maintain at 0%
High School Dropout Rate	1.9% in 2020 per CALPADS	1.53% in 2021 per CALPADS	1.7% in 2022 per CALPADS report 1.24 (denominator includes 12th and 13th)	1.64% in 2023 per CALPADS report 1.24 (denominator includes 12th and 13th)	0.9%
Expulsion Rate	0% in 2019-20 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?cde=1964568&aggllevel=District&year=2019-20&initrow=Eth&ro=y)	0% in 2020-21 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2020-21&aggllevel=District&cde=1964568)	0% in 2021-22 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?cde=1964568&aggllevel=District&year=2021-22&initrow=Eth&ro=y)	0% in 2022-23 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisExpRate.aspx?year=2022-23&aggllevel=District&cde=1964568)	maintain at 0%
Suspension Rate	1.6% in 2019-20 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cde=1964568&aggllevel=District&year=2019-20&initrow=&ro=y)	0.2% in 2020-21 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2020-21&aggllevel=District&cde=1964568)	2.3% in 2021-22 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?cde=1964568&aggllevel=District&year=2021-22&initrow=&ro=y)	2.7% in 2022-23 per Dataquest (https://dq.cde.ca.gov/dataquest/dqCensus/DisSuspRate.aspx?year=2022-23&aggllevel=District&cde=1964568&ro=y)	0.1%
PBIS major/minor incidents (SWIS)	Major: 1455 Minor: 3505 2020-21	Major: 853 Minor: 1271 2021-22	Major: 1943 Minor: 3912 2022-23	Major: 1,963 Minor: 3,212 as of 2/5/24 for 2023-24 (ALL STUDENTS, ALL GRADES)	Major: 600 Minor: 1000 The desired outcomes for 2023-2024 were adjusted based on the 2022-23 outcomes.
Percentage of favorable outcomes on Panorama survey for grades 4 and 5	Emotion Regulation 45% favorable Growth Mindset 61% favorable Self-Efficacy 61%	Emotion Regulation 42% favorable Growth Mindset 61% favorable Self-Efficacy 59%	Emotion Regulation 44% favorable Growth Mindset 62% favorable Self-Efficacy 61%	Emotion Regulation 44% favorable Growth Mindset 63% favorable Self-Efficacy 62%	Emotion Regulation 54% favorable Growth Mindset 70% favorable Self-Efficacy 70%

	favorable Sense of Belonging (connectedness) 70% favorable Social Awareness 70% favorable Spring 2021	favorable Sense of Belonging (connectedness) 63% favorable Social Awareness 67% favorable School Safety 64% favorable Spring 2022	favorable Sense of Belonging (connectedness) 63% favorable Social Awareness 67% favorable School Safety 64% favorable Spring 2023	favorable Sense of Belonging (connectedness) 61% favorable Social Awareness 66% favorable School Safety 61% favorable Spring 2024	favorable Sense of Belonging (connectedness) 79% favorable Social Awareness 79% favorable School Safety 72% favorable
Percentage of favorable outcomes on Panorama survey for students in grades 6-12	Emotion Regulation 49% favorable Growth Mindset 54% favorable Self-Efficacy 49% favorable Sense of Belonging (connectedness) 43% favorable Social Awareness 64% favorable Spring 2021	Emotion Regulation 48% favorable Growth Mindset 54% favorable Self-Efficacy 52% favorable Sense of Belonging (connectedness) 41% favorable Social Awareness 62% favorable School Safety 58% favorable Spring 2022	Emotion Regulation 50% favorable Growth Mindset 55% favorable Self-Efficacy 54% favorable Sense of Belonging (connectedness) 42% favorable Social Awareness 62% favorable School Safety 55% favorable	Emotion Regulation 51% favorable Growth Mindset 57% favorable Self-Efficacy 54% favorable Sense of Belonging (connectedness) 44% favorable Social Awareness 62% favorable School Safety 55% favorable Spring 2024	Emotion Regulation 58% favorable Growth Mindset 63% favorable Self-Efficacy 58% favorable Sense of Belonging (connectedness) 52% favorable Social Awareness 73% favorable School Safety 72% favorable
% of parents who express satisfaction with their opportunities to participate in decision making processes and programs (School Planning Survey question #10 "Parents are given the opportunity to be involved in decision-making and leadership roles. ")	76% Strongly Agree & Somewhat Agree	65.7% Strongly Agree and Somewhat Agree	69% Strongly Agree and Somewhat Agree (from "2023 Annual Survey")	57.2% Strongly Agree or Agree (from "2024 Annual School Plan Survey")	85%
% of parents who express satisfaction with their opportunities to participate in training to support student learning (School	66.5% Strongly Agree & Somewhat Agree	55.8% Strongly Agree and Somewhat Agree	59% Strongly Agree and Somewhat Agree (from "2023 Annual Survey")	45.7% Strongly Agree and Agree (from "2024 Annual School Plan Survey")	70.5%

Planning Survey question #8 "Parent meetings are focused on training for parents to help support student learning. ")					
% of parents who express satisfaction with their opportunities to be informed of their child's progress (School Planning Survey question #2 "The school keeps me well informed of my child's progress. ")	88.7% Strongly Agree & Somewhat Agree	81.8% Strongly Agree and Somewhat Agree	85% Strongly Agree and Somewhat Agree (from "2023 Annual Survey")	79.5% Strongly Agree or Agree (from "2024 Annual Plan Survey")	97.7%
Sense of Safety Student data from Panorama Survey Parent data from Parent Survey Staff data from Staff Survey	Students: 64% favorable (4-5), 58% favorable (6+) Parents: 82.3% favorable Staff: 75% favorable Established in 2021-22	Students: 64% favorable (4-5), 58% favorable (6+) Parents: 82.3% favorable Staff: 75% favorable Spring 2022	Sense of Safety: Parents: 76.2% favorable; Students: 64% favorable (4-5), 55% favorable (6th +); Staff: 71% favorable Spring 2023	Sense of Safety: Parents: 81.7% favorable Students: 61% favorable (4-5) 55% favorable (6th +) Staff: 74.6% favorable Spring 2024	Students: 72% favorable (4-5), 66% favorable (6+) Parents: 90% favorable Staff: 82% favorable
Sense of Connectedness Student data from Panorama Survey Parent data from Parent Survey Staff data from Staff Survey	Students: 63% favorable (4-5), 41% favorable (6+) Parents: 69.2% favorable Staff: 70% favorable Established in 2021-22	Students: 63% favorable (4-5), 41% favorable (6+) Parents: 69.2% favorable Staff: 70% favorable Spring 2022	Sense of Connectedness: Parents: 71.4% favorable; Students: 63% favorable (4-5), 42% favorable (6th +); Staff: 70.4% favorable Spring 2023	Sense of Connectedness: Parents: 79.5% favorable Students: 61% favorable (4-5) 44% favorable (6th +) Staff: 72.9% favorable Spring 2024	Students: 71% favorable (4-5), 51% favorable (6+) Parents: 77% favorable Staff: 78% favorable

Goal Analysis

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

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

GUSD has focused on the strategic implementation of all 7 planned actions for Goal 2 in the 2023-24 LCAP to foster a positive culture of learning, creating schools that are safe, inviting, engaging, supportive, and culturally responsive and relevant for students, parents, and staff.

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

<ACTION 2.1> Addressing student attendance gaps continues to be at the center of GUSD's efforts to increase achievement, and to that extent, specific needs-aligned supports were offered to low income and foster youth students and their families.

The Student Support Services (SSS) Department monitored attendance and oversaw the general procedures for implementation of GUSD attendance policies, including the Student Attendance Review Team process and the Student Attendance Review Board meetings. SSS also provided training and resources to administrators and specialists to inform parents and guide students in maintaining consistent daily attendance. The department collaborated with the Student Wellness Services (SWS) Department in its efforts to close this gap for students with specific attendance challenges, including the low income and foster youth.

The SWS Department designed a strategic plan that was implemented in two distinct phases with the support of two homeless/foster youth counselors. In the initial stage, the emphasis was on assessment and stabilization, while the second stage involved ongoing case management and monitoring of attendance.

The homeless/foster youth counselor initiated the intake with the families. The counselor ensured that each student received the services and support needed to experience equal access and full participation in district programs. They invited the parents to a meeting at which time they conducted an individualized needs assessment to determine the unique barriers to education. Following the assessment, as needed, the counselor provided the family access to GUSD's pantry, offering essential resources such as food, clothing, school uniforms, shoes, school supplies and addresses any potential mental health, tutoring, and transportation needs the foster student may be experiencing.

The subsequent stage involved ongoing case management with the second foster youth program counselor. Once the student was enrolled and attended school, the counselor conducted check-ins with each student to monitor attendance, academic progress, continually assessing for basic needs, monitored their social-emotional functioning and made appropriate referrals as needed. They also connected families with resources such as tutoring and actively engaged in student advocacy, ensuring that their basic needs as well as academic, social and emotional needs were met. In situations where a family was unhoused and needing shelter, the counselors reached out to community partners and coordinated housing.

The 2023 Chronic Absenteeism Rate was reduced districtwide and for low income and foster youth student groups.

- Districtwide: 2022 – 19.1%, 2023 – 18.1%
- Low-Income: 2022 – 25.0%, 2023 – 22.7%
- Foster Youth: 2022 – 44.3%, 2023 – 30.4%

The results from the 2023 CAASPP summative assessments demonstrated an increase in the percentage of low income and foster youth scoring “met” or “exceeded” on both math and ELA:

- Low-Income: 2022 Math – 40.10%, 2023 Math - 40.69%
- Low-Income: 2022 ELA – 49.63%, 2023 ELA – 49.97%
- Foster Youth: 2022 Math – 16.67%, 2023 Math – 18.18%
- Foster Youth: 2022 ELA – 28.13%, 2023 ELA – 42.42%

<ACTION 2.2> GUSD implemented a rigorous system for developing and supporting the social emotional needs of students across all campuses. The Student Wellness Services (SWS) Department delivered a comprehensive system of support addressing the social, emotional, and behavioral needs of all students, and targeting the foster youth. The SWS team was composed of two clinical supervisors who provided guidance, training, and assistance to 16 associate marriage and family therapists, associate clinical social workers, along with seven social work interns and marriage and family interns. The following services were provided as effective interventions to stabilize the students' social and emotional functioning to help them succeed academically:

- Individual Counseling: Targeted 1:1 intervention addressing specific counseling goals based on individual needs, typically for a duration of 12 sessions.

- Group Counseling: Targeted intervention provided to a group of students addressing social skills, anger management, behavior, and academic motivation, with a duration of 6-8 weeks.
- Family Training and Workshops: Various topics relating to mental health awareness and parenting skills
- Classroom Lessons: Lessons presented from the Second Step curriculum on growth mindset and goal-setting, emotion management, empathy and kindness, problem-solving
- Crisis Intervention: Available for crisis intervention counseling and risk assessments

GUSD also contracted with Hazel Health (LACOE contracted therapy services) to provide telehealth counseling opportunities for students. Parents/guardians were able to make referrals. As of April 2024, there were 107 students receiving Hazel Health services, 94% of which accessed the services from home. Additionally, the foster/homeless counselors provided academic, attendance, social emotional, and support services to students and families. Since the beginning of the 2023-24 school year, the GUSD Student Wellness Services Department has received over 831 referrals to support students with mental health needs. Referrals were received from parents, school administrators, counselors, school psychologists, nurses, other district departments, community agencies, and self-referrals. 386 students received psychological services from the SES Department as part of mental health goals and services in their IEPs.

Each school had a trained crisis team who conducted suicide risk assessments and homicide threat assessments when needed. The teams included administrators, school psychologists, psychological services providers, counselors, teacher specialists and school resource officers. The following is data regarding risk/threat assessments that were conducted district-wide:

- 2023-2024 (as of April): 333 assessments with 27 hospitalizations
- 2022-2023: 351 assessments with 42 hospitalizations
- 2021-2022: 270 assessments with 41 hospitalizations
- 2020-2021 (partial year data): 94 assessments with 26 hospitalizations

The school teams also offered the following supports for post risk/threat assessments:

- Safety Planning
- Re-Entry Meetings/Plans
- Student Support Team Meetings
- In-person and telehealth counseling support
- Link with Resources

In 2023-24 the Student Wellness Department created a curriculum (8 sessions) called “Bridge to Belonging” to support newcomers, especially to help with integration of newly immigrated students. The lessons addressed the following:

- Teaching effective emotional management and cultural adaptation strategies
- Helping students process the emotions associated with their immigration journey
- Helping students develop an understanding of the process of acculturation
- Informing students about key differences in the U.S. public school system
- Teaching coping strategies to manage emotions more effectively, while building resilience

GUSD supported the design and development of Wellness Centers on school campuses. As of April 2024, all GUSD high schools and middle schools have wellness centers to provide students a calm, supportive environment in which to focus on their social-emotional wellbeing. The work has begun at the elementary level, where Edison, Glenoaks and a few other elementary schools are also opening wellness spaces.

GUSD also continued to collaborate with community partners to support students. SWS and the Glendale Police Department (GPD) resumed the Teen and Police Partnership (TAPP) program for secondary students and parents/guardians who meet together with a team of SWS staff, GPD officers and a GPD social worker for a six-week program. SWS also collaborated with Pacific Clinics and Didi Hirsch Mental Health Services to link families to additional mental health resources and support as needed.

The percentage of students responding favorably on the Spring 2024 Panorama Student Survey was closely aligned with the scores from Spring 2023. In grades 4 and 5, the results were as follows: 44% Emotional Regulation, 63% Growth Mindset, 62% Self Efficacy, 61% Sense of Belonging, 66% Social Awareness, and 61% School Safety. In grades 6-2, the results were as follows: 51% Emotional Regulation, 57% Growth Mindset, 54% Self Efficacy, 44% Sense of Belonging, 62% Social Awareness, and 55% School Safety.

<ACTION 2.3> GUSD continued prioritizing the building and nurturing of strong family partnerships to especially support English Learners, low income and foster youth.

The Equity, Access and Family Engagement (EAFE) Department oversees the Welcome Center, which serves as the first stop for approximately 2,000 newly enrolled students who noted a language other than English on their Home Language Survey. Of the 1,828 students tested with the Initial ELPAC, 1585 were identified as Novice or Intermediate English Learners. In addition to the administration of the ELPAC and other placement tests, the Welcome Center conducted orientations with the families, providing them the opportunity to learn about GUSD services and available resources, such Free and Reduced lunch applications, Student Wellness Services, and job opportunities for the adults in the family. The multilingual staff at the Welcome Center supported families in English, Armenian, Korean, Spanish, and Russian. There was a significant increase in the district's Russian speaking population prompting the district to hire full time Russian interpreters to add to the in-house team of translators.

In addition to administering primary language assessments, the EAFE translation team provided oral and written interpretations in Arabic, Eastern and Western Armenian, American Sign Language, Farsi, Korean, Spanish, and Russian for parent conferences at schools, family and community engagement events hosted by the sites and the District, Board meetings, and other events as requested by schools. Written translations were provided for all school and district digital and print communications and formal student academic documents. As of April 2024, the team completed over 1,700 oral and approximately 500 written requests submitted by schools and departments through the digital translation request process.

With the significant increase in newcomer enrollment, GUSD began examining the existing onboarding process, assessing the need for a comprehensive system that would allow families to effectively access all resources. Onboarding processes at the school level were also reviewed and strategies to connect with students and build relationships are being implemented to increase engagement. The SWS Department's "Bridge to Belonging" curriculum was one of the new resources shared with schools facilitated by teacher specialists at each site.

Family engagement was further enhanced through the use of grants and other state and federal funding. Through the RSI/CalNEW grant EAFE provided newcomer families with the necessary resources and support, including backpacks, tutoring for language support and homework help, access to the digital tool Lexia English, bus passes, parent education resources, referrals for housing and personal necessities, and mentoring. Newcomers were also invited to participate in Science Technology Engineering and Mathematics (STEM) enrichment opportunities through collaboration with the Armenian General Benevolent Union's (AGBU) Innovation Studios.

Family Academies played a crucial role in empowering the community by providing valuable resources, education, and support to families and students. These academies served as hubs for learning, growth, and collaboration, while also fostering stronger bonds between the community and the district. In 2023

- 24, EAFE offered a series of nine Family Academy sessions. Some of the sessions included:
- 10 Helpful Ways to Support Your Child's Academic, Social, And Emotional Lives At School
- Everything I Needed To Learn I Learned In Preschool
- Preschool Starts At 3! Come Learn About the Benefits of Early Learning
- From SST to IEP: What Do I Do If I Suspect My Student Needs Additional Support?

GUSD also collaborated with Collegewise, the first nationwide admissions consulting firm in the U.S., to launch a series of sessions to help families and students gain the knowledge and skills for college applications and admissions. Recognizing the impact of societal and political events on families and students, EAFE and SWS collaborated to provide sessions and resources for Armenian-speaking families on processing the impact of the war in Artsakh on

the students and their families. The SWS Department also offered a session for Armenian parents entitled “Conversation: Parenting from an Armenian Perspective”, facilitated by a local Licensed Marriage and Family Therapist of Armenian heritage. The speaker discussed and provided strategies on how Armenian families handle immigration, the cultural gaps between parents and children, mental health, and setting healthy boundaries. All participants received the book Whole-Brain Child by Tina Payne Bryson, PhD.

A series of seven in-person presentations were delivered at the Glendale Performing Arts Center focusing on the following topics:

- Expert’s Guide To College Research - Finding Your Fit
- Are You Aspiring To Gain Admission Into Ivy League Institutions, MIT, Stanford, Or Other Top Tier Colleges?
- Summer Planning/Enrichment Programs/College App Preparation

Recordings of Family Academy sessions were posted on the GUSD YouTube channel as a resource. Through these educational engagement opportunities, EAFE supported GUSD’s mission of creating a cohesive and supportive community inside and outside of school through outreach and empowerment.

EAFE also provided schools with the opportunity to participate in the virtual Parent Engagement Academy (PEA) for English Learner families, facilitated by Families Acting Towards Results (FACTOR), a well-known family engagement consulting group. PEA included five sessions where research-based content was delivered to inform, engage, and involve families in school and their child’s education. The participating parents learned and put into practice ways to support their children’s education, and their emotional and physical development. They learned how to improve communication with the school staff, how to participate in the school and district parent engagement opportunities, how to encourage students to attend college, and how to advocate for other resources available to their children. PEA served as a platform to provide training and key information to parents, transforming them into change agents and partners in their children’s education. Each FACTOR course was made up of five sessions which were held once a week and ran for 90 minutes. The class sizes ranged from 25-35 parents. Parents received digital lessons and handouts with information from the curriculum.

Another layer of support for families was developed through the SWS Department which began with a thorough needs-assessment to identify student and family needs and support stabilization efforts. This process ensured that each student received the services and support needed to experience equal access and full participation in district programs. Parents were invited to a meeting at which time an individualized needs assessment was conducted to determine the unique barriers to education. Following the assessment, the counselor provided families access to GUSD’s pantry, offering them essential resources such as food, clothing, school uniforms, shoes, school supplies and addressing any potential mental health, tutoring, and transportation needs the identified EL, low income, and foster student was experiencing. The subsequent stage involved ongoing case management, with program counselors, who conducted ongoing check-ins with the students at their school sites.

The SWS Department fostered trust, provided support, and facilitated communication to empower parents. The department adopted culturally responsive practices that recognized and respected the diverse backgrounds and experiences of GUSD families by hiring bilingual and bicultural staff members and creating an inclusive and welcoming environment where all parents felt valued and empowered to participate in their children’s education. SWS also utilized the services of the EAFE translators to ensure that all communication with the families was always clear. Keeping in mind the unique challenges faced by families, SWS modeled an open-door policy, ensuring that parents could access the staff and department resources at any time during school hours. To respect the families’ dignity and privacy, a designated meeting space, comfortable, quiet, and free from distractions, was created to ensure privacy, trust, and engagement. SWS used the district communication tool, ParentSquare, to inform families of upcoming events.

The 2023 Chronic Absenteeism Rate dropped for ELs, low income and foster youth student groups.

- EL: 2022 - 25.9%, 2023 - 25.2%, 2024 (April) - 18.8%
- Low-Income: 2022 - 25.0%, 2023 - 22.7%, 2024 (April) - 17.5%
- Foster Youth: 2022 - 44.3%, 2023 - 30.4%, 2024 (April) - 37.8%

The 2023 Suspension Rate was reduced for foster youth, and there was a slight increase in the data for ELs and low income student groups.

- EL: 2022 - 3.3%, 2023 - 4.3%, 2024 (April) - 3.1%

- Low-Income: 2022 - 3.2%, 2023 - 3.6%, 2024 (April) - 2.5%
- Foster Youth: 2022 - 9.7%, 2023 - 7.8%, 2024 (April) - 6.6%

The following is a comparison of the 2022 and 2023 data:

CAASPP Results are as follows:

- EL: 2022 ELA - 17.76%, 2023 ELA - 15.29% - decrease that may be due to the large number of newcomers
- EL: 2022 Math - 19.32% , 2023 Math - 20.23% - increase
- Low-Income: 2022 ELA - 49.63%, 2023 ELA - 49.97% - increase
- Low-Income: 2022 Math - 40.10%, 2023 Math - 40.69% - increase
- Foster Youth: 2022 ELA - 28.13%, 2023 ELA - 42.42% - increase
- Foster Youth: 2022 Math - 16.67%, 2023 Math - 18.18% - increase

- ELPAC 1: 2022 - 18.27%, 2023 - 23.37%
- ELPAC 2: 2022 - 24.90%, 2023 - 24.41%
- ELPAC 3: 2022 - 37.34%, 2023 - 32.39%
- ELPAC 4: 2022 - 19.49%, 2023 - 19.83%

<ACTION 2.4> Restorative Justice and Positive Behavior Intervention Supports (PBIS) were implemented fully in 2023-24 to ensure a safe and secure learning environment for students (Action 2.4). GUSD began the implementation of PBIS in cohorts in 2014 and, in 2023-24, the last cohort of schools and programs completed their three-year training through the Los Angeles County Office of Education (LACOE). GUSD schools have been recognized by the California Department of Education with PBIS Awards, including all the 2023 awardees.

- PBIS Gold Medal Schools: Franklin and Marshall Elementary Schools, and Hoover High School
- PBIS Silver Medal Schools: Balboa, Cerritos, Columbus, Dunsmore, Edison, Fremont, Jefferson, Keppel, La Crescenta, Lincoln, Mann, Monte Vista, Mountain Avenue, Muir, Valley View, Verdugo Woodlands, and R.D. White Elementary Schools; Roosevelt, Toll, and Wilson Middle Schools; Daily, Glendale High Schools
- PBIS Bronze Medal Schools: Glenoaks Elementary, Rosemont Middle School, Clark Magnet High School and Pacific Ave/F.A.C.T.S. Program

Implementation support and professional development on Tiers 1 and 2 were provided to the PBIS coaches from each school during their monthly meetings facilitated by the district teacher specialist. Formal walkthroughs were conducted at all 30 sites annually in the Spring to check for fidelity of implementation based on the Tiered Fidelity Inventory and the recorded data in the PBISAPPs.org system. Coaches at each site conducted meetings with their site teams and submitted the meeting minutes. These meetings included a review of the site-specific data.

Restorative Practices were implemented at all schools. GUSD supported teachers with facilitating circles at various schools and grade levels. Furthermore, a parent/guardian session was held on Restorative Practices to support the community in understanding and learning about these practices and how to use them at home. Staff circles were held to support teachers dealing with trauma at their school.

GUSD provided summer professional development opportunities for teachers in both PBIS and Restorative Practices:

- Building Community With Circles
- PBIS Best Practices
- Conflict Resolution With Restorative Practices

Three sessions of the two-day districtwide training were held for teachers, staff, psychological support providers, counselors and interns. Training on setting clear expectations, affective statements, and positive specific feedback was provided to the CCDC and city program staff working with GUSD students. Yard supervisors received training on the use of affective statements, positive specific feedback and acknowledgment.

GUSD also continued to implement the Tobacco Use Prevention Education (TUPE) grant at all middle and high schools. The district has been a recipient of this grant for over 25 years. Through this prevention program, students learned about the dangers of smoking any type of tobacco products, including vapes and were also educated on the dangers of illegal drugs. At the high school level, TUPE had a two pronged approach: prevention education and cessation education for students who were addicted to smoking or were experimenting with smoking vapes and other vape products.

<ACTION 2.5> The Special Education department's School Psychologists and psychological service providers implemented counseling services for students per their IEPs. In-house counseling services have been extremely beneficial in meeting the social/emotional needs of our students in a timely manner and in developing a site-based community of support for the student and their families. As of April 2024, the demand for counseling services has reached over 300 students and continues to grow due to the increasing social-emotional and academic needs. GUSD also continued to provide additional services through nurses and Licensed Vocational Nurse (LVN) for medically fragile students.

<ACTION 2.6> GUSD continued to use the Q Student Information System which includes the StudentConnection and ParentConnection online portals, providing a variety of information including but not limited to student demographics, schedules, attendance, assignments, grades, graduation requirements, behavior records, program participation, and more. This data has been critical for tracking student records and other pertinent information for collecting and reporting student data for state and federal reports and programs, as well as grant applications and reports.

To ensure ongoing communication with families, the District also continued to use ParentSquare for proactive phone, email, text, and app-based communication with parents and guardians. This platform has allowed families to find timely information on district and school websites and the Q Student Information System. ParentSquare's mobile app allows parents/guardians and students to receive school communications in the format that they prefer and the frequency of messages—either immediate or a digest-style collection of messages. There is also a translation feature that has made information more accessible to GUSD's multilingual community.

Various school and district surveys were administered throughout the school year to gather input from education partners, including students, families, and employees. In 2023-24, the District hosted a series of community conversations on various important topics, including academic achievement, safety, mental health, college and career readiness, and budget. Each conversation was accompanied by a ThoughtExchange survey where participants had the opportunity to share their feedback about each topic.

In order to gather input directly from students, District leaders met with the GUSD Student Advisory Council once per month and held two student voice panels during the school year. Many school sites also held their own student voice panels throughout the school year. Additionally, the Panorama Social Emotional Learning inventory continued to be used to gather student perceptions of school climate, teaching and learning, relationships, and connectedness. The Panorama Survey was administered to students twice in 2023-24. The annual district employee survey was administered to classified, certificated and management employees along with the Annual Plan Survey which was sent to all parents/guardians. The district used the survey results from all education partners for decision-making on programs and services, including the LCAP.

<ACTION 2.7> GUSD middle and high school counselors provided expertise, counseling, and support toward students achieving academic, social/emotional and college and career success. They assisted with course selection, personal and academic concerns, college applications, and much more. They facilitated the comprehensive school counseling program in collaboration with students, parents, teachers, school/district staff, and community. They created a safe, challenging, and supportive environment that encouraged students to take risks in the learning process. Counselors met with every student and developed their individual college and career plan and provided ongoing support and follow up as per the GUSD School Counseling Curriculum for grades 6-12.

Each high school in GUSD provided a wellness room, which was highly successful in supporting student wellbeing. The three comprehensive high schools staffed the room throughout the school day with a credentialed counselor. Each school created programming to support the unique needs of the students at their school. The wellness room counselors collaborated regularly to share best practices. Students regularly referenced these spaces during the Student Voice Panel discussions. Each middle school also had a wellness room that was open during snack and lunch and as needed during the school day. Principals reported that they did not need full time staffing as the rooms would not be as widely used during class time as they were at the high schools.

Behavior Incidents that warrant suspension in accordance with CA education code fell dramatically between the 2018-19 school year (2,231 incidents) and the 2022-23 school year (1,243 incidents).

SWS provided mental health counseling support through individual and group sessions with collaborative parent meetings as needed. Primary issues addressed included anxiety, depression and behavioral challenges that impacted students' academic progress. Referrals could be made by parents, students or any school staff. Once parent consent was obtained, an intake session was conducted with parent(s), goals were created in collaboration with parent(s) and 12 sessions of short-term school-based counseling were offered. The number of counseling referrals the SWS department received in the last three years are as follows:

- 2023-2024 - 1324 (as of April 2024 including SPED and Hazel Health Referrals)
- 2022-2023 - 1065 Referrals
- 2021-2022 - 1040 Referrals
- 2020-2021 - 1194 Referrals

GUSD takes pride in its comprehensive approach to promoting student wellbeing and creating school environments where families are connected and supported.

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 were minimal material differences between the 2023-24 budgeted expenditures and the estimated actual expenditures for Goal 2 - Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.

GUSD budgeted for \$12,963,126 for the 2023-24 Goal 2 and all actions. Estimated actual expenditures showed that GUSD expended \$12,896,315.

The most notable differences were:

- Action 2.2: Health and Wellness Services - GUSD expended \$125,723 less than budgeted due to changes in classified staff assignments.
- Action 2.3: Parent Engagement/Outreach - GUSD expended \$326,962 more than budgeted due to the addition of translation staff to accommodate increased need for Russian translation.
- Action 2.7: Guidance and Counseling - GUSD expended \$222,668 less than budgeted due to changes in staffing assignments.

All other actions in Goal 2 were implemented as planned and budgeted.

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

Ensuring a safe, inviting, engaging, and supportive learning environment for students, parents, and staff is a top priority at GUSD and the implementation of all the actions in Goal 2 have demonstrated an intentional, strategic approach.

While attendance rates have increased continuously over the past 3 years (2021-22 at 93.74%, 2022-23 at 94.37%, and 23-24 at 95.07%), attendance post-pandemic continues to be a significant concern across schools everywhere. GUSD's interventions in addressing this are demonstrating incremental effectiveness for all students, however the percentage of Chronic Absenteeism has increased significantly to 18.10% in 2023-24. It is important to note that the chronic absenteeism rate in 2020-2021 was calculated very differently due to school closures, where students were marked in attendance if they logged in virtually versus the traditional, in-person attendance requirement. In the 2021-22 school year, students still had significant difficulty returning to school due to the effects of the pandemic. In 2022-2023, the profound impact of the pandemic on students' mental health became even more apparent. What was once mild anxiety for some students escalated into heightened levels of anxiety, significantly impeding their ability to get out of their homes and attend school.

Nationally, school attendance has become a crisis post-pandemic.

The SWS Department has focused intensely on supporting the families of ELs, low income, and foster youth in maintaining consistent daily attendance. They have established a two-phase system of support that is laser focused on providing an individualized approach to these students and their families.

GUSD's significant increase in the number of newcomer ELs, from 928 in 2020 to 1,645 students in 2023, has led to the expansion of necessary individualized supports, as many of the newcomers include refugee students from Russia, Ukraine, and Armenia who have fled war and displacement. Refugee families are struggling with housing instability, lack of transportation, and unfamiliarity with a new education system. Having experienced trauma and displacement from their community, they also enter the schools with behavior and mental health needs that create another obstacle in attendance and accessing academics. The newcomer students' unstable living situation, academic gaps in curriculum coupled with challenges with English language acquisition often make it difficult for students to achieve academically at the same rate as their peers. Stabilization for the family becomes a priority, not school attendance.

GUSD also continues to have challenges with foster youth attendance. Students who are taken out of their home tend to stay out of school for extended periods of time until DCFS is able to finalize a placement and make a decision on which district the student will be attending. Some of the foster youth have serious health conditions causing many absences. They also often miss school due to court appearances and frequent changes of placement. Some students attend school from cities far away from GUSD—up to an hour and a half commute. Many opt to use their own transportation which impacts their school attendance. The unstable home environment, where the parent might not send them to school because they are working through their own personal struggles, eventually leads to losing custody. Formerly incarcerated youth and youth on probation are also considered foster students. This student group often experiences hopelessness relating to their academic achievement and a host of other mental health challenges that interfere with their school attendance.

The two-phase system of support was put in place during 2023-24. Prior to this, there was only one counselor who mainly provided resources such as food, transportation and school supplies. With the addition of the second counselor, GUSD has been able to effectively add a layer of support for these students that includes case management at the students' school. One of the main responsibilities of this counselor is monitoring students' attendance and academic progress and collaborating with the school administration and counselors when there are areas of concern.

GUSD expanded family engagement in a variety of ways, including seeking funds through grant programs to share relevant and impactful strategies to connect with families in support of students. The addition of the Russian language translator was significant to meeting the needs of an increasing number of refugees from Russia and Ukraine. The additional staff in EAFE has allowed for more personalized and comprehensive support that begins with parent orientation and continues to an outreach to other departments and community partners for support and resources, including job opportunities for the parents.

The use of surveys assisted school and district staff in better understanding the perceptions of students, parents/guardians and staff.

The Panorama Survey administered to students twice a year gauges Emotion Regulation, Growth Mindset, Self-Efficacy, Sense of Belonging, Social Awareness, and School Safety. Based on the findings from the Panorama Survey, while there were marginal variations in percentages, there weren't significant discrepancies. This suggests that, despite the rise in mental health challenges nationwide following the pandemic and the increase in the number of newcomers to the school district, school engagement levels have largely remained consistent. This may be attributed to a larger number of students seeking help and being referred to counseling services and an increase in crisis assessments catching the students in crisis and connecting them to supports and services. The results of this survey also inform the effectiveness of the restorative practices:

% of Students Responding Favorably - Grades 4 & 5:

- Emotion Regulation - maintained at 44% (Spring 2023 to Spring 2024)
- Growth Mindset - 62% (Spring 2023) to 63% (Spring 2024)
- Self-Efficacy - 61% (Spring 2023) to 62% (Spring 2024)

- Sense of Belonging - 63% (Spring 2023) to 61% (Spring 2024)
- Social Awareness - 67% (Spring 2023) to 66% (Spring 2024)
- School Safety - 64% (Spring 2019) to 61% (Spring 2024)

% of Students Responding Favorably - Grades 6 & 12:

- Emotion Regulation - 50% (Spring 2023) to 51% (Spring 2024)
- Growth Mindset - 55% (Spring 2023) to 57% (Spring 2024)
- Self-Efficacy - maintained at 54% (Spring 2023 to Spring 2024)
- Sense of Belonging - 42% (Spring 2023) to 44% (Spring 2024)
- Social Awareness - maintained at 62% (Spring 2023 to Spring 2024)
- School Safety - maintained at 55% (Spring 2023 to Spring 2024)

The Annual School Plan survey administered at all school sites provided details for School Site Councils as they planned their SPSAs and assisted in the development of this LCAP cycle. There were 2,975 respondents out of 17,852 households—a 17% response rate. In addition to the metrics captured as part of monitoring progress on LCAP cycle, below are responses to some additional questions from the survey:

- 60.1% agreed or strongly agreed that their child is academically challenged in school.
- 72.6% stated that their child receives “the right amount” of homework.
- 64.8% agreed or strongly agreed that they knew how to access mental health support through school if their child needed it.

The EAFE department received 543 responses (of the 5,826 ELs) to the English Learner Parent Survey. Some highlights:

- 73% agreed or strongly agreed that they understand how their child receives ELD instruction/support at school.
- 80.1% agreed or strongly agreed that their child was making significant progress in English language development each year.
- 84.1% agreed or strongly agreed that their child feels academically supported at school.
- 76.2% agreed or strongly agreed that their child understands that they are an English Learner and feels motivated to reclassify.

GUSD’s Employee Culture Survey garnered 1,150 responses from classified, certificated and management employees. In addition to the metrics reported as part of this LCAP cycle, some additional important feedback included the following responses:

- 93.8% agreed or strongly agreed that they understand how their work impacts student success.
- 90.5% agreed or strongly agreed that they understand what is expected of them in their role.
- 74.5% agreed or strongly agreed that they felt proud to work in GUSD.

The positive learning environment is supported through the implementation of the PBIS system at all schools. The Tiered Fidelity Inventory (TFI) measures the extent to which school personnel are applying the core features of PBIS at 30 GUSD school sites. The following presents the change from baseline data on the TFI in Fall 2023 to Spring 2024:

- Tier 1 is the use of Universal PBIS features. The percentage of schools scoring 75%+ on the TFI for this domain increased from 83% (Fall 2023) to 87% (Spring 2024), indicating greater fidelity to the basic tenets of PBIS.
- Tier 2 is the use of Targeted PBIS Features. The percentage of schools scoring 75%+ on the TFI for this domain decreased from 37% (Fall 2023) to 30% (Spring 2024). The decrease may be attributable to the fact that targeted features require deeper understanding and implementation and there are still schools new to the PBIS framework.
- Tier 3 is the use of Intensive PBIS Features. The percentage of schools scoring 75%+ on the TFI doubled--from 6% (Fall 2023) to 13% (Spring 2024), indicating a stronger focus for schools that have been committed to PBIS overtime.

Schools at the PBIS Platinum Level recognition level, based on CA PBIS criteria, have decreased suspension rates:

- Hoover High School Suspension Count: 229 (2022-2023) reduced to 98 (2023-2024)
- Franklin Elementary Suspension Count: 3 (2022-2023) reduced to 0 (2023-2024)

The use of ParentSquare has dramatically increased the district's ability to connect with students, families and staff. The "contactability rate" as of Spring 2024 is 99% demonstrating its implementation and usage as highly effective. As a result, nearly every student in the district is able to receive communications in the format of their choice. ParentSquare has allowed GUSD to disseminate its weekly newsletter, attendance reports, student assessment results, and surveys. In addition, real time student information related to attendance, grades and historical data is available through the Q student information system portals for parents and students. Through Q, many routine functions that were previously done on paper are now able to be completed online 24/7, including pre-registration for newly enrolling students and the ability for families to update contact information in a timely manner through the annual re-enrollment process.

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

Goal #2 reflects the strength of GUSD's support services and the actions do not require major changes. It should be noted that, based on our needs analysis and educational partner feedback, Action 2.1 going forward has been retooled from simply being a broad set of student services to a more targeted approach that addresses the chronic absenteeism issue that is affecting all of our schools. We believe that this focused approach better reflects the District's priorities and commitment to ensuring students are in school learning and with access to resources they need. Included in some of the actions in the plan summary are references to low performance at the school and district level as indicated by "red" on the CA School Dashboard. In addition to addressing these student performance indicators, there will be a strengthened approach to parent/guardian outreach to support their children and better connect with their school communities.

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

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Fully credentialed and appropriately	96% in 2020-21 per LACOE HRS system	96% in 2021-22 per LACOE HRS system	1198 total teachers (2022-2023); 96% fully	1140 total teachers (as of 2/5/24 for 2023-2024); 96%	maintain at 100%

assigned teachers			credentialed and in appropriate assignments	fully credentialed and in appropriate assignments	
Access to standards-aligned instructional materials	100% in 2020-21 per Sufficiency of Instructional Materials Report to the Board on 10/6/20	100% in 2021-22 per Sufficiency of Instructional Materials Report to the Board on 10/12/21	100% in 2022-23	100% in 2023-24	maintain at 100%
Percentage of schools in "good repair" (Facility Inspection Tool - FIT)	100% in 2020-21	95% in 2021-22	96.74% in 2022-2023 (to date. 26 out of 36 reported)	97.77% in 2023-2024 (21 out of 36 sites reported)	maintain at 100%

Goal Analysis

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

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

GUSD implemented all five planned actions for Goal 3 in the 2023-24 LCAP to ensure the health and safety of students and employees, to ensure students receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

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

<ACTION 3.1> GUSD Human Resources (HR) continued to ensure that all teachers were credentialed and properly assigned. The HR team attended numerous job fairs sponsored by universities and LACOE in search of fully-qualified educators. In some cases, the national teacher shortage has made hiring fully-qualified teachers extremely challenging for specific, hard-to-fill positions. Teachers coming from other states, while highly skilled, often do not have the required English Learner authorizations, which required approval of waivers while the employee worked to earn the proper authorization. Another area of concern was finding industry experts to serve as CTE teachers who also had the English Learner Authorization to serve ELs. GUSD continued to partner with LACOE and local universities to get these teachers to become fully credentialed, and this, in some cases, meant that they were obtaining their certification while teaching. In these unique cases, the school ensured that the teachers were supported through trained site personnel, including the teacher specialist, ensuring that students received the appropriate instruction and support.

GUSD continued to boast over a 96% success rate in this area. While our goal is 100%, the district is confident that the support provided to teachers and the partnerships that have been put in place to ensure that teachers who are not fully-credentialed obtain their credentials while working ensures that students are getting an experience of higher quality than placing a substitute teacher on the assignment while the district continues to look for highly qualified candidates.

<ACTION 3.2> GUSD ensured that all students were provided with the necessary instructional materials, and at the October 10, 2023 Board of Education meeting, it was determined that GUSD had sufficient textbooks and instructional materials for the fiscal year 2023-2024 in all grade levels and classes.

<ACTION 3.3> All schools met the "good repair" standard of 90-97.10%. The Facilities Inspection Tool (FIT) program process was reevaluated and reorganized. The district shifted the lead role of conducting and administering the program from custodial/maintenance staff to management staff. This was an

effective practice. The management staff conducted the inspections which ensured accuracy in the process and positive results. Inspections were conducted throughout the year (at minimum, twice a year) and allowed staff to identify and address issues in a timely fashion.

<ACTION 3.4> GUSD provided security guards at all middle and high schools daily. While all middle schools were provided with two guards, Toll Middle School was assigned an additional guard due to its increased enrollment because of 6th grade from Balboa Elementary being moved to Toll. The three comprehensive high schools were staffed with four guards, Clark Magnet School had two and Daily Continuation School had one guard. Security guard posts at each site were based on the individual needs and ingress/egress points of the school. Guards patrolled the campus and helped support supervision by the school administration during snack and lunch, during passing periods, and before and after school. They assisted with helping students to their classes, guiding them to the office when needed, ensuring safety in the restrooms and other parts of the campus.

Crescenta Valley High School had a full time School Resource Deputy (SRD) from the Los Angeles County Sheriff's Department, while Hoover and Glendale High Schools had one School Resource Office (SRO) each from the Glendale Police Department. The SRD and the SROs also supported all schools in their cluster, including the elementary and middle schools. They assisted with supervision, before, during and after school. They were part of the threat assessment teams and were a presence at high school sporting events.

<ACTION 3.5> The District Nurse, Student Support Services, and Educational Services ensured that school nurses were provided the training and support to serve all students and families. School nurses provided and implemented individual health care plans and emergency care plans for students with medical conditions and needs. School nurses provided mandated screenings that included hearing and vision (near, far and color). The Health Services Department, in collaboration with the Community Schools Program, partnered with Kids Dental to provide dental screenings for students identified as needing more support with health care. School nurses continued to work as liaisons to provide GUSD students with the support they needed related to health care and health education. School nurses and Health Services worked with local clinics to provide GUSD students with resources for vaccinations and other health care needs. The Coordinator for Health Services in collaboration with Community Schools partnered with Comprehensive Community Health Centers to provide mobile health clinics at GUSD schools.

Licensed vocational nurses were provided at most GUSD schools and shared across schools when needed. The licensed vocational nurses were trained by the GUSD credentialed school nurses to provide the nursing support that medically fragile students required while at school. In collaboration with the school nurses, licensed vocational nurses worked to provide the consistent care the medically fragile students required to attend school and have the ability to access academics equitably. GUSD was successful in maintaining the medical and nursing support for all students.

Safety, security and support are the key tenets of Goal #3. Having highly qualified personnel, adequate instructional materials and clean, pleasant spaces in which to engage in this important work on behalf of students and the community continue to be top priorities.

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 between the 2023-24 budgeted expenditures and the estimated actual expenditures for Goal 3 - Ensure the Health and Safety of Students and Employees: Students will receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.

GUSD budgeted for \$179,286,714 for the 2023-24 Goal 3 and all actions. Estimated actual expenditures showed that GUSD expended \$176,689,755.

Most notable differences:

- Action 3.1: Qualified Staff - GUSD expended \$3,774,360 less than budgeted due to carryover and Health and Welfare savings.
- Action 3.3: Plant/Maintenance Services - GUSD expended \$465,178 more than budgeted due to additional facilities projects.

- Action 3.5: Health Services - GUSD expended \$660,578 more than budgeted due to the additional cost of LVN Nurse service company costs.

All other actions in Goal 3 were implemented as planned and budgeted.

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

GUSD prioritizes the health and safety of all employees and ensures that students are provided with the basic services including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities. In this effort, the district has vigilantly worked on addressing the related post-pandemic challenges to effectively implement the actions in this goal.

While the nationwide staffing shortages have been an area of concern impacting the district, GUSD continues to boast over a 96% success rate in providing fully credentialed and appropriately assigned teachers, focusing always on reaching 100%. Any teachers hired for hard-to-fill positions, such as certain dual language classes or CTE courses, who are not fully-credentialed are currently enrolled in programs towards completing the requirements. Providing students with an experienced teacher has been much more effective than using substitute teachers while the position is being filled. GUSD has also partnered with the California Department of Education (CDE) to implement the Visiting Teacher Program, which allows teachers from other countries to be sponsored by CDE and be considered credentialed by the California Commission on Teacher Credentialing. GUSD started with two teachers this year and plans to have more in the future to fill hard-to-find positions in these areas.

GUSD continues to meet the instructional materials requirement each year due to the effective process in place for review and adoption of materials. GUSD has an ongoing textbook adoption process involving teachers and administrators to keep current with State adoptions and curriculum frameworks. For the 2023-24 school year, updated textbooks for the following content areas were adopted by the Board of Education: ELD, World Languages (French, German, and Spanish), PE, Social Science and Health.

The GUSD Facilities Planning and Maintenance department has effectively reevaluated and reorganized its FIT program process, and all schools have met the "good repair" standard of 90-97.10%. With the newly implemented process of conducting inspections by the management staff twice a year, GUSD expects to meet the 100% goal.

The use of security guards on secondary campuses and the collaboration with the Los Angeles Sheriff's and Glendale Police Departments through the SROs and SRDs has proven effective in maintaining safe and secure facilities for learners. Their visibility on campus throughout the day and in before and afterschool programs and events has allowed for positive relationships and connections to be developed especially for students experiencing personal challenges.

The GUSD Health Services team has effectively supported every school in ensuring that students are provided with the necessary services per their medical needs. School nurses were able to address the health care needs of GUSD students and provide resources and guidance. The Coordinator along with a committee of school nurses are currently working on written protocols in areas addressing medical conditions, injuries, illness, and how students can be safe at school while addressing health care needs. Licensed vocational nurses were provided daily for medically fragile students without delay. Many students needing support with health care were provided services in partnership with local clinics and dental screenings. The District Nurse and Educational Services Department were able to also contract with an agency to provide more consistent nursing support with properly trained licensed vocational nurses.

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

Based on the effective implementation of Goal #3 and after thorough reflection on feedback from educational partners, Goal #3 will remain relatively unchanged. Given that the majority of print instructional resources are now bundled with digital components, there will be a shifting of the metric and actions

related to the 1:1 Chromebook ratio to Action 3.2, which better reflects GUSD's commitment to ensuring access and availability of curriculum and support materials to all students in multiple formats.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Glendale Unified	Dr. Kelly King Assistant Superintendent, Educational Services	kking@gusd.net 818-241-3111

Plan Summary 2024-2025

General Information

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

Glendale Unified School District (GUSD) is a diverse district serving approximately 25,500 students in preschool through 12th grade at 32 different schools: four high schools; one continuation high school; four middle schools; 20 elementary schools; seven preschools; one K-12 independent study school; and one school for students with special needs, which includes a community transition program and an early preschool. Approximately 7,500 high school students, 4,400 middle school students, and 13,500 elementary school students attend GUSD schools. GUSD is a diverse school district that welcomes students and families from all over the world. GUSD students come from diverse ethnic, cultural, and socio-economic backgrounds and speak 47 different languages. In GUSD, the top five languages spoken in students' homes are English (50.4%), Armenian (28.9%), Spanish (8.8%), Korean (4.3%), and Russian (1.9%). Approximately 45.2% of GUSD students are socioeconomically disadvantaged and 21.5% are English Learners. GUSD students are 62.1% White (which includes Armenian, European, and Middle Eastern), 18.9% Hispanic/Latino, 10.2% Asian, 3.9% Filipino, 1.0% African American, 0.1% American Indian, 0.1% Pacific Islander, 3.7% Two or more Races.

GUSD has a history of success. Ten GUSD schools have earned the U.S. Office of Education's highest designation, the National Blue Ribbon. Additionally, 26 GUSD schools have been recognized as California Distinguished Schools. Dunsmore Elementary, Fremont Elementary, Monte Vista Elementary, Mountain Avenue Elementary, and Valley View Elementary were recognized as 2023 California Distinguished Schools, and Clark Magnet High School and Toll Middle School as 2024 California Distinguished Schools by the California Department of Education. Daily Continuation High School has been repeatedly recognized as a Model Continuation High School. 17 schools have been honored as Title 1 Achieving Schools. Horace Mann Elementary was selected as a 2010, 2016, and 2020 Best Urban School by the National Center for Urban School Transformation (NCUST). The award recognizes schools that serve predominantly low-income students and exceed several performance indicators, including excellent achievement scores, high attendance rates, low suspension rates, and high graduation rates for every demographic group of students. 23 GUSD schools were named to the Educational Results Partnership (ERP) Honor Roll as Star and Scholar schools in 2020. GUSD is one of only seven public school districts in California to be recognized as an ERP Honor Roll District in all six years the award has been given. All four GUSD high schools are consistently ranked among America's Best High Schools by U.S. News & World Report. Clark Magnet High School and Benjamin Franklin Elementary School have been recognized as California Green Ribbon Schools. Clark Magnet has been named a U.S. Department of Education Green Ribbon School for innovative sustainability education. GUSD schools have earned one Gold Medal, 27 Silver Medals, and three Bronze Medals for PBIS implementation. The District earned a 2020 CSBA Golden Bell Award for its One Glendale After-School Youth Sports Program, a collaboration with the City of Glendale to improve health and wellness in under-served communities, a 2021 CSBA Golden Bell for innovative community engagement strategies for the district's Student Voice Panels, a 2023 CSBA Golden Bell for Super Tutors for closing the achievement gap by engaging a team of student academic tutors to support their peers while simultaneously developing leadership skills.

GUSD proudly offers dual immersion programs in seven languages: Armenian, French, German, Italian, Japanese, Korean, and Spanish, beginning in kindergarten which has received a CSBA Golden Bell Award in 2019. GUSD also offers six magnet schools focused on computer science, STEAM, technology, world languages, visual and performing

arts, and extensive middle and high school Career and Technical Education (CTE) programs to prepare students for success in college, career, and life. The District's 27 industry-aligned CTE pathways include the following 12 Industry Sectors: Arts, Media and Entertainment, Fashion and Interior Design, Business and Finance, Education, Child Development and Family Services, Hospitality, Tourism and Recreation, Building and Construction Trades, Health, Science and Medical Technology, Information and Communication Technologies, Engineering and Architecture, Manufacturing and Product Development, Transportation, and Public Services. Through a collaborative partnership with Glendale Community College, GUSD offers students multiple opportunities to participate in dual enrollment programs and earn college credit before they graduate from high school, including the Early College Academy at Hoover High and the Cloud Computing and Computer Science Academy at Glendale High.

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

GUSD is committed to utilizing the LCAP as the District's 2024-2027 strategic plan.

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

Board of Education Priorities

Priority 1: Maximize Student Achievement

- Close the digital and equity gap.
- Offer robust academic programs.
- Accelerate learning and improve attendance and engagement.

Priority 2: Foster a Positive Culture of Learning

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

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

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

Priority 4: Maintain District Financial Responsibility

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

Reflections: Annual Performance

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

GUSD's commitment to student success is unwavering. The district believes in creating opportunities and experiences to help students achieve their fullest potential by fostering an environment of inclusivity, support, and excellence. GUSD celebrates many achievements in 2023-24 demonstrating the dedication, innovation, and resilience of the staff, students, and the community despite the lingering impact of the pandemic. The district recognizes the critical areas of growth and has developed the new LCAP goals and actions to strategically and intentionally support the advancement of student achievement in all areas and for every student group.

CELEBRATING GROWTH AND PROGRESS

GUSD celebrates much progress and growth in 2023-34 as evidenced by quantitative and qualitative outcomes. Academic outcomes measured by assessment results and awards and recognitions, the California School Dashboard, feedback from education partners, and ongoing partnerships with district and community partners provide a picture of the success achieved.

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

** All goals and actions were implemented as planned. **

- Two secondary schools were recognized as California Distinguished Schools by the California Department of Education and one elementary school was recognized as a National Blue Ribbon School
- Districtwide Achievements based on the 2023 Dashboard:
 - ELA achievement “green” for the following student groups: All (maintained), African American (increased 2.1 points), Asian (increased 3.3 points), Hispanic (increased 3.7 points), White (maintained)
 - ELA achievement “blue” (highest) for the following student groups: Filipino (increased 3.4 points), Two or More Races (increased 7.3 points)
 - Math achievement “green” for the following student groups: All (increased 5.3 points), Filipino (increased 9 points), White (increased 5.4 points)
 - Math achievement “blue” (highest) for the following student groups: Asian (maintained), Two or More Races (maintained)
 - While Foster Youth student group performance is “yellow,” this group demonstrated significant growth with 48.8 point increase in ELA and 54.5 point increase in Math
 - There was also a notable increase in points in ELA for the Students with Disabilities group (increase 5.7 points) and the Socioeconomically Disadvantaged student group maintained its performance at the “yellow” level
 - Similarly, there was a notable increase in points in Math for the Students with Disabilities group (increase 6.9 points), the African American group (increase 12.5 points), the Hispanic group (increase 5.5 points), the Homeless group (increase 12.3 points), and the Socioeconomically Disadvantaged group (increase 6.2 points)
 - English Learners districtwide demonstrated significant growth on the English Learner Progress Indicator (ELPI) achieving the “green” status with 60.3% making progress towards English language proficiency, an increase of 8.4% from the prior year
 - The College/Career indicator for demonstrated a “High” status with 58.7% prepared for “All” students, Filipino (66.1% prepared) and White (59.6% prepared) students groups also achieved the “High” status, while Asian (83.6% prepared) and Two or More Races (70% prepared) groups achieved the “Very High” status.
 - The following student groups ranked at the highest “blue” level on the Graduation Rate: Asian (99.5%), Filipino (95.9%) and Two or More Races (98%). The White student group earned the “green” level with 93.8% graduating. There was a 1% increase in graduates for the Students with Disabilities group.
 - The percentage of Graduates who met A-G requirements for University of California / California State University Schools is 56% in 2023, up from 51% in 2021.
 - CTE Pathway Completion rate reached 23.8% in 2023, compared to the 13.5% in 2021.
 - AP Exam Pass Rate was 68%, an 11% increase from the 57% baseline in 2021.
 - The Implementation of State Academic Standards per LCAP Self-Reflection Tool has increased to 3.76 (out of 5.00 scale) from the 2021 baseline average score of 3.57.
 - All schools provide Tier I & II academic support during and after school.
 - Secondary block schedules and the 7-period day have benefited English Learners, Low Income, and Foster Youth by expanding their opportunities for additional elective courses that increase student engagement and motivation.
 - Student Advisory Committee’s feedback noted the following as successful practices: wide variety of CTE classes offered, the Super Tutor peer-tutoring program, variety of sports offerings, variety of electives offerings, college visits, and having a Student Advisory Council

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

** All goals and actions were implemented as planned. **

- Two schools received the California PBIS Coalition’s Platinum Implementation Award, five schools received the Gold Implementation Award, and six schools received the Silver Implementation Award.
- Districtwide Achievements based on the 2023 Dashboard:
 - While chronic absenteeism is an area of growth districtwide, there were noticeable improvements for the following student groups: 7% decline for Foster Youth, 3.7% decline for African American, and 1.8% decline for Homeless.
 - Similarly, the suspension rate declined for the following student groups districtwide: Foster Youth by 1.6% and African American by 3.4%.
 - High School level PBIS “major” and “minor” offenses indicated a significant change: “major” behavior incidents reduced by half, from 1,202 incidents in 2022-23 to only 526

incidents in 2023-24.

- Districtwide Student Panorama Survey 2024 Results:

- Spring 2024 Panorama Survey Results indicate improvement from 2021 baseline:

- In Grades 4 & 5, there were increases in two domains: Growth Mindset at 63% favorable up from 61% (2021 baseline) and Self-Efficacy at 62% favorable up from 61% (2021 baseline).

- In Grades 6-12, there were increases in four of the six domains: Emotion Regulation at 51% favorable up from 49% (2021 baseline); Growth Mindset at 57% favorable up from 54% (2021 baseline); Self-Efficacy at 54% favorable up from 49% (2021 baseline); and Sense of Connectedness at 44% favorable up from 43% (2021 baseline).

- Measures of student, parent, and staff perceptions based on the 2024 Student and Parent Panorama Survey and the Staff Survey:

- Sense of Safety results have remained similar to the 2021 levels for parents and staff: Parents at 82% favorable; Staff at 75% favorable.

- Sense of Connectedness results have increased: Students (grades 6 and up) at 44% favorable (from 41% baseline in 2021); Parents at 79.5% favorable (from 71.4% baseline in 2021); Staff at 72.9% favorable (from 70.4% baseline in 2021).

- Annual School Planning Survey

- The percentage of parents that express satisfaction with the opportunities to participate in decision-making processes and programs rose to 69% in 2023, but took a dip in 2024 to 57.2%. The highest percentage was the baseline of 75% in 2021. These responses appear to be sending an important message: While more parents/guardians are completing the Annual School Planning Survey and sharing their opinion, there are still opportunities to harness parent/guardian voice to improve GUSD schools/programs and seek meaningful feedback.

- Parent survey results regarding how schools keep them informed of their child's progress remained on track at 79.5%, close to the 81.8% in the 2021 baseline.

- English Learner Parent Survey

- 61.7% of parents/guardians reported being part of GUSD only 0-2 years, validating the importance of newcomer services. 77.9% responded "Agree" or "Strongly Agree" to understanding how their child is first identified as an English Learner, and 73.6% to understanding how their child receives ELD instruction. 80.1% responded "Agree" or "Strongly Agree" to their child making significant progress in ELD each year. 84.1% "Agree" or "Strongly Agree" that their child feels academically supported by staff and teachers. 69.1% "Agree" or "Strongly Agree" to understanding the GUSD reclassification criteria. 69.6% expressed that they know who to contact at their child's school if they have questions about the ELD program. 53.2% reported they have not attended an ELAC meeting this year, and 60% have not attended DELAC meetings.

- Expanded social emotional support and therapy resources through the Student Wellness Services team and partnership with LACOE's Hazel Health telehealth therapy services and with parent/guardian permission. 1324 counseling referrals were made by April 2024, compared to the 1,065 referrals the prior year.

- Wellness Centers were implemented at each secondary school and expanded to eight elementary schools: Balboa, Columbus, Dunsmore, Edison, Glenoaks, Mann, Marshall, Mountain Avenue.

- Increased engagement through two Student Voice Panels that included a diverse group of students from each high school, and is being adopted by elementary and middle schools for school-based student engagement.

- Student Advisory Committee's feedback noted the following as successful practices: live streaming of meetings, Student Voice Panels, the district food pantry, Board members visiting schools, districtwide email communication, Wellness Centers, social media presence, positive student and teacher relationships, and having a Student Advisory Council

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

** All goals and actions were implemented as planned. **

- Fully credentialed and appropriate assigned teachers maintained at 96% (1140 teachers).

- Access to standards-aligned instructional materials maintained at 100%.

- Percentage of schools in "good repair" (Facility Inspection Tool - FIT) improved over three years to 97.1% (95% on 2021 baseline).

- Implemented Raptor Technologies for visitor check-in and emergency plan management at every school.

- Nurse and LVN support was provided at every campus and to support medically fragile students. Mobile health and dental services were provided to students on several campuses.

GUSD examined and reported on the Dashboard local indicators using the self-reflection tools and input from education partners, and received "Met" performance level: Priority One: Basic (Conditions of Learning) - * GUSD Met the Standard *

- Providing all students access to fully credential teachers.

- Instructional materials aligned with state standards.

- Safe, well maintained school facilities

The District reviewed teacher assignments and credentials, the number of Williams complaints filed and successfully resolved and the results of the Facilities Inspection Tool

(FIT) while responding to Priority One.

Priority Two: State Standards (Conditions of Learning) - * GUSD Met the Standard *

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

The District reviewed its entire assessment program including CAASPP, CAST and ELPAC along with internal measures like i-Ready, NWEA MAP, and the Avant STAMP and AAPLL assessments used in Dual Language Immersion programs. In addition, the CDE's Self-Reflection Tool for Priority Two was completed by site- and District-level administrators and teacher specialists to reflect on professional learning and implementation policies for the State Standards.

Priority Three: Parental Involvement (Engagement) - Priority Five: Pupil Engagement (Engagement) - Priority Six: School Climate (Engagement) - * GUSD Met the Standard *

- Actively seeking input from all parents and engaging parents in decision making as well as promoting parent participation in programs targeted to the needs of students.

- Providing engaging programs and coursework that keep students engaged and motivated.

- Addressing factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness.

In assessing Priorities Three, Five and Six, the District completed the CDE Self-Reflection Tool (Priority Three) and the results of the Annual Plan Survey along with data from ParentSquare (contactability metrics) and attendance at various committee meetings including Superintendent PAC, SSC, ELAC and DELAC. Student Survey results from the Panorama Survey were discussed extensively.

Priority Four: Pupil Achievement (Pupil Outcomes) - Priority Five: Pupil Engagement (Engagement) - Priority Eight: Other Pupil Outcomes (Pupil Outcomes) - * GUSD Met the Standard *

- English Learner Progress and Academic Indicator (CAASPP)

- Chronic Absenteeism and Graduation Rate and

- College & Career Indicator

For Priorities Four, Five and Eight, GUSD reviewed all State assessment data and California School Dashboard metrics, paying particular attention to any schools or student groups with a "red" status.

Priority Seven: Course Access (Conditions of Learning) - * GUSD Met the Standard *

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

In reviewing Priority Seven, GUSD reviewed the number of A-G approved courses being offered along with the pathways available through CTE and dual enrollment and work-based learning opportunities. Staff discussed the benefits of the wide breadth of course offerings and potential barriers moving forward.

GUSD also celebrates several other accomplishments related to community engagement and comprehensive training to build capacity.

The district takes pride in successfully implementing the \$7.1 million California Community Schools Partnership Program (CCSPP) at five high poverty schools: Cerritos, Columbus, Jefferson, Mann, and Marshall. The highly trained district CCSPP coordinator and the site-specific teacher specialists provide direct support and guidance with aligning community resources to improve student outcomes. These partnerships provide an integrated focus on academics, health and social services, youth and community development, and community engagement.

All teachers received high-impact training on the six Teaching for Equity and Justice modules from Facing History and Ourselves. Modules 1 and 2 were delivered during the October 2023 districtwide Professional Development day, followed by Module 3 delivered at individual school meetings. Modules 4 and 5 were part of the March 2024 districtwide Professional Development day, with the last, Module 6, facilitated at a school meeting. The professional development series prompted teachers to reflect on their classroom practices through a lens of equity and challenged them to examine their mindset about students. Survey and feedback results will inform the next steps towards increasing the capacity for cultural humility, inclusion, and celebration of diversity among students, staff, and the community.

Additionally, all schools participated in training on conducting inquiry cycles as drivers of student growth and achievement. The district-level team worked with InnovateEd to focus on improving student achievement and closing the achievement and opportunity gaps. The inquiry cycles were embedded as part of principals' meetings and site-based professional development. Instructional Leadership Teams (ILTs) and grade-level and department teacher teams reviewed data, identified the problems of practice, created goals, planned for instruction and post-assessment follow-up. Implementation of inquiry cycles will be an ongoing process districtwide to inform and evaluate the effectiveness of instruction and interventions and to realign goals and actions.

Implementation of these districtwide efforts will support district's progress on all academic and local indicators, such as the ELA/Math/Science proficiency, the suspension rate,

chronic absenteeism rate, “major” and “minor” behavior incidents, as well as increasing student, staff, and parent/guardian perceptions of district and school services as measured by the GUSD Culture Survey, the Panorama Survey, the CA Healthy Kids Survey.

IDENTIFIED AREAS OF NEED

The 2023-24 school year presented some challenges that will be addressed through actions in the 2024-27 LCAP. While GUSD staff worked to meet the individual needs of students, it was observed that high rates of chronic absenteeism have persisted ever since the post-pandemic transition and return to full in-person instruction. The wide range of academic performance as well as the increase in social-emotional needs has helped provide a focus for staff. The 2023 CA School Dashboard data showed that there needs to be significant improvement for the following student groups in these specific areas.

Reviewing the data, GUSD has identified the following EQUITY AND ACHIEVEMENT GAPS:

Foster Youth (FOS)

- ELA Achievement - 1 performance level [yellow] below “All student” [green] performance
- Math Achievement - 1 performance level [yellow] below “All student” [green] performance

English Learners (EL)

- ELA Achievement - 2 performance levels [orange] below “All student” [green] performance
- Math Achievement - 2 performance levels [orange] below “All student” [green] performance
- Chronic Absenteeism - 1 performance level [red] below “All student” [orange] performance

Homeless (HOM)

- ELA Achievement - 2 performance levels [orange] below “All student” [green] performance
- Math Achievement - 1 performance level [yellow] below “All student” [green] performance
- Suspension Rate - 1 performance level [red] below “All student” [orange] performance
- Graduation Rate - 1 performance level [orange] below “All student” [yellow] performance

Students with Disabilities (SWD)

- ELA Achievement - 1 performance level [yellow] below “All student” [green] performance
- Math Achievement - 2 performance levels [orange] below “All student” [green] performance
- Chronic Absenteeism - 1 performance level [red] below “All student” [orange] performance

African American (AA)

- Math Achievement - 1 performance level [yellow] below “All student” [green] performance

Hispanic (HI)

- Math Achievement - 1 performance level [yellow] below “All student” [green] performance
- Chronic Absenteeism - 1 performance level [red] below “All student” [orange] performance
- Graduation Rate - 1 performance level [orange] below “All student” [yellow] performance

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

- English Learners (EL) – Chronic Absenteeism
- Hispanic (HI) – Chronic Absenteeism
- Two or More Races (MR) – Chronic Absenteeism
- Socioeconomically Disadvantaged (SED) – Chronic Absenteeism
- Students with Disabilities (SWD) – Chronic Absenteeism
- Homeless (HOM) – Suspension Rate

On the 2023 California School Dashboard, the following SCHOOLS WITHIN GUSD received the lowest performance level [red] on one or more state indicators:

- Chronic Absenteeism: Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, and Edison Elementary Schools
- Suspension Rate: Hoover High School

- Graduation Rate, Suspension Rate, and College/Career Indicator: Daily Continuation HS

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

ACADEMIC PERFORMANCE IN ENGLISH LANGUAGE ARTS INDICATOR:

- Students With Disabilities student group at Lincoln, Glenoaks, Marshall Elementary Schools, and Toll, Roosevelt, Wilson Middle Schools
- Homeless student group at Toll Middle School and Glendale High School
- English Learner student group at Glendale and Hoover High Schools

* The following action items will specifically improve services for all school student groups with the lowest performance on the Academic Performance in English Language Arts Indicator:

- Goal 1, Action 2: Literacy by 3rd Grade
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 8: Instruction-related Services for Special Education
- Goal 1, Action 7: Tiered Intervention Support
- Goal 1, Action 15: School-based Intervention Support

ACADEMIC PERFORMANCE IN MATHEMATICS INDICATOR:

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

* The following action items will specifically improve services for all school student groups with the lowest performance on the Academic Performance in Mathematics Indicator:

- Goal 1, Action 3: Math Literacy by 6th Grade
- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 7: Tiered Intervention Support
- Goal 1, Action 8: Instruction-related Services for Special Education
- Goal 1, Action 15: School-based Intervention Support

ENGLISH LEARNER PROGRESS INDICATOR:

- English Learner student group at Toll Middle School and Daily High School

* The following action items will specifically improve services for all school student groups with the lowest performance on the English Learner Progress Indicator:

- Goal 1, Action 10: Emerging English Learner (Newcomer) Support
- Goal 1, Action 11: Long Term English Learner (LTEL) Support
- Goal 1, Action 12: Dual Language Instruction
- Goal 1, Action 15: School-based Intervention Support
- Goal 1, Action 17: Instruction-related Services - Daily High School

COLLEGE AND CAREER INDICATOR:

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

* The following action items will specifically target Daily High School as well as the student groups with the lowest performance level on the College and Career Indicator:

- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 17: Instruction-related Services - Daily High School

GRADUATION RATE INDICATOR:

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

* The following action items will specifically target Daily High School as well as the student groups with the lowest performance level on the Graduation Rate Indicator:

- Goal 1, Action 4: College and Career Ready by 12th Grade
- Goal 1, Action 17: Instruction-related Services - Daily High School

SUSPENSION RATE INDICATOR:

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

* The following action items will specifically target Daily High School as well as the student groups with the lowest performance level on the Suspension Rate Indicator:

- Goal 2, Action 2: Social Emotional Wellness
- Goal 2, Action 3: Parent/Family Engagement

CHRONIC ABSENTEEISM INDICATOR:

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

* The following action items will specifically improve services for all school student groups with the lowest performance on the Chronic Absenteeism Indicator:

- Goal 1, Action 7: Tiered Intervention Support
- Goal 1, Action 15: School-based Intervention Support
- Goal 2, Action 2: Social Emotional Wellness
- Goal 2, Action 3: Parent/Family Engagement

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

The Spring 2024 administration of the Panorama socioemotional survey revealed specific areas of need.

For 4th and 5th graders, the percentage of students who responded favorably to each topic are as follows:

- Emotion Regulation: 44% favorable
- Growth Mindset: 63% favorable
- Self-Efficacy: 62% favorable
- Sense of Belonging (Connectedness): 61% favorable
- Social Awareness: 66% favorable
- School Safety: 61% favorable

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

For 6th-12th graders, the percentage of students who responded favorably to each topic are as follows:

- Emotion Regulation: 51% favorable
- Growth Mindset: 57% favorable
- Self-Efficacy: 54% favorable
- Sense of Belonging (connectedness): 44% favorable
- Social Awareness: 62% favorable
- School Safety: 55% favorable

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

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

The Student Wellness Services Department aims to eliminate barriers to learning and provide unhoused students and foster youth with the same educational opportunities as all other students. The department is dedicated to targeted, ongoing efforts to identify these vulnerable student populations, conduct needs assessments and offer a robust support program. At the beginning of the 2023-2024 school year, all administrators and secretaries were provided with training by SWS to ensure all schools are informed about the rights of students experiencing homelessness and foster youth. This proactive approach ensured an efficient enrollment process and facilitated the immediate enrollment of this student population. Local shelters partner with GUSD in meeting the needs of families. There is a referral system for GUSD's foster and unhoused families to access preschool programs, early intervention, and other before- and after-school care programs within GUSD. Foster youth and students experiencing homelessness receive referrals to health care services, dental services, mental health, housing services, and other appropriate services as needed. Meetings are held throughout the school year with community partners, to ensure seamless referrals and provision of services. During the 2023-2024 school year, the GUSD homeless and foster education program progressed in two distinct phases with the support of two homeless/foster program counselors. In the initial stage, the emphasis was on assessment and stabilization, while the second stage involved ongoing case management. Homeless/foster counselors initiated an intake with the family and information was sent to the Nutrition Services Department, to ensure that the students received free nutrition, and to the Child Development & Child Care (CDCC) Department to ensure priority access to before and after school care. Parents were invited for a meeting to participate in an individualized needs assessment, which resulted in the counselor providing the family access to GUSD's pantry, offering essential resources like food, clothing, school uniforms, shoes, school supplies and addressing any potential mental health, tutoring, and transportation needs. The counselor conducted check-ins to monitor academic progress, attendance, social-emotional functioning and connected families with resources such as tutoring. In addition, Student Wellness Services employs two clinical supervisors who provide guidance, training, and assistance to 16 associate marriage and family therapists, associate clinical social workers, along with seven social work interns and marriage and family interns. Services include: individual and group counseling, family training, workshops, classroom lessons and crisis intervention.

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

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

- Supporting English Learners across content areas: specific instructional strategies to help teachers provide instruction that allows the students to most effectively access

content across subjects, and for secondary students to make progress and complete the a-g requirements.

- Improving math achievement and providing teacher support through a book study using “Building Thinking Classrooms in Mathematics (Grades K-12)” by Peter Liljedahl and further analyzing lessons for secondary math instruction.
- Effective integration of technology to enhance learning: training teachers to utilize technology as a tool that enhances instructional practices and deepens student learning, and providing ed-tech training and ongoing support for the applications teachers use at the sites.
- Ensure culturally responsive and relevant instruction: provide opportunities and training on the implementation of multilingual and multicultural education, including anti-bias training and focus on the new Ethnic Studies curriculum.
- Social Emotional Learning to include training on trauma-informed and restorative practices.
- Ongoing support for content area literacy in History-Social Science, Science, Math and ELA/ELD.
- Site-based coaching, collaboration, training and support for Schools on the Move action plans and inquiry cycles.
- Targeted Math/Science specialty trainings to prepare teachers and students for yearly CAST assessments.
- Collaborative planning workshops to build units of study for newly adopted novels for the secondary ELA classrooms.
- Targeted training for all TK teachers in their two curricula: Frogstreet, Handwriting without Tears, as well as coaching and instructional support to co-teaching teams.
- Pop up, after-school, and summer training for teachers of gifted and talented students.

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

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

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

Data shows that the majority of students increase academically at all levels after participation in this intervention. In an effort to support English Learners, the school psychologists, in collaboration with other educational partners, have revamped the assessment procedures for students who are English Learners to address the culturally and linguistically diverse areas that may be impacting students over achievement and over-identification. This new procedure will continue in 2024-2025.

Glendale Unified continues to address the disproportionality in identification of special education students through the Comprehensive Coordinated Early Intervening Services (CCEIS) Programmatic Improvement Action Plan. The plan delineates the steps Glendale continues to take to address its significant disproportionality in the over-identification of Hispanic students in the area of specific learning disabilities (SLD).

Lastly, the California Department of Education published a list of schools that met the criteria for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) in 2023-2024. For Glendale Unified, the following schools met the criteria for CSI:

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

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

The following schools met the criteria for identification as ATSI:

- Hoover High - Students with Disabilities (SWD) and Homeless (HOM)
- Cerritos Elementary - Students with Disabilities (SWD)

Columbus Elementary - Students with Disabilities (SWD)
La Crescenta Elementary - Students with Disabilities (SWD)
Marshall Elementary - Students with Disabilities (SWD) and Homeless (HOM)

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

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

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

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

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

Improving attendance and decreasing chronic absenteeism continue to be a priority and present a challenge. GUSD will integrate student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs to address concerns of food insecurity, after school programs, programs to address student trauma, truancy/attendance programs, and referrals for support for family or student needs.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Allan F. Daily Continuation High School

Support for Identified Schools

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

Various departments from the GUSD central office collaborate to support the administrative team at Daily High School in the development, implementation, and evaluation of the comprehensive support and improvement plan (CSI) and the School Plan for Student Achievement (SPSA) to ensure an alignment and coherence of practices.

During the 2023-2024 school year, Daily High School’s student population is made up of 58.3% socio-economically disadvantaged students and 33.3% English Learners. All programs and services are always designed with the specific and unique needs of these students in mind.

In consultation with the District, Daily leadership, School Site Council (SSC), and Instructional Leadership Team (ILT) conduct a needs assessment annually to identify the barriers and root causes to student progress, course completion, and graduation. The team evaluated all outcome data, not limited to, the CA Healthy Kids Survey (to assess substance abuse), Panorama Survey (to assess social-emotional health and school climate), Student Credit Completion (and rate of completion), Graduation Rate, Reclassification Rate, Suspension Rate, Attendance and Engagement, and NWEA/MAP Assessments results.

- The following findings from the needs assessment process inform the evidence-based actions in the plan in order to address the barriers and root causes:
- Struggling with social-emotional issues and mental health are common areas of need for all students.
 - While cases of substance abuse had decreased during the pandemic, the numbers are now on the rise again.
 - Limited English language proficiency continues to pose a barrier to completing the required coursework for graduation.
 - Most of the English Learners who dropped out also exhibited mental health challenges or had identified special needs.
 - High levels of transiency rates, inherent to the continuation school setting, create challenges to student engagement and course completion, leading to graduation.

The Daily team works closely with the Director of the Equity, Access, and Family Engagement (EAFE) department, who supports the school with effective implementation of the CSI plan. Meeting with the school leadership team bi-monthly, the director reviews the planning process, the needs assessment results, and supports the selection and implementation of instruction and interventions. District representatives attend Daily’s School Site Council meetings as needed to support the team with setting goals, actions, and strategies that are aligned with the prioritized needs, identifying evidence-based interventions, and the metrics to monitor progress. Meetings with SSC are held, at minimum, four times per year. Information is presented to the School Site Council to determine additional strategies and resources needed to increase student engagement, attendance, and graduation. Assessment data is reviewed with district support and results are shared with the education partners. The leadership team works with the District to effectively manage funding/budgets and programs/services. They share with educational partners how additional resources are used to address inequities at Daily continuously reviewing data surrounding targeted groups to assess the effectiveness of the resources allocated to them. Teacher, student, and parent/guardian surveys provide important data regarding the effectiveness of programs. School-based student surveys, discussions from Daily’s Student Senate, and the district Student Voice Panel bring the student perspective to schoolwide decision-making. The Student Senate was formed in 2022 to improve communication between students and administrators. A student representative from each advisory class is selected by their classmates and attends these monthly meetings with the Principal. There are a total of 12 students in this body. There are discussions about why certain policies are in place and how students feel about particular practices.

The District also assists the school with determining focus areas for professional development and training to build staff and teacher capacity on implementation of selected

strategies to address identified needs. These include, but are not limited to: mental health, attendance support, academic intervention, social and emotional learning, English language acquisition and accelerating language development in all content areas, Project Based Learning, evidence-based interventions for English learners, and the use of supplemental resources to support learning. The Teaching and Learning Department supports Daily with curriculum implementation and professional development. Staff and teachers attend conferences and training on a variety of relevant topics, including SEL and mental health, improving attendance, accelerating learning, trauma-informed practices, and general graduation support for at-risk student groups.

The plan for supporting the social-emotional and mental health needs of the students includes a licensed therapist who provides one-to-one and group sessions to identified/recommended students as part of their treatment plan which is developed through an intake process with the parents/guardians. Furthermore, the therapist provides crisis intervention and works with students experiencing substance abuse. The District is considering a districtwide substance abuse prevention program that will also be utilized at Daily. Advisement classes, which incorporate restorative circles and other SEL curriculum strategies, increase student positive well-being and peer interaction, hope, and sense of belonging. A full-time bilingual instructional aide is utilized to support ELs in the classroom. Tiered intervention is provided to re-engage students emotionally, behaviorally, and cognitively to increase attendance toward graduation. Community partnerships and family engagement opportunities supported by the district also contribute to increased student engagement.

School and District administrators identify potential service providers based on previous partnerships with them or through referrals from reputable sources. They meet with representatives of all potential service providers to determine the strategies, timelines, and personnel they provide and their effectiveness in supporting student graduation. All providers are evaluated following District protocol and their evidence-based approach to reducing identified barriers to graduation. With regard to "evidence-based" materials, interventions and supports, the District refers to current educational research, including resources from the US Department of Education's What Works Clearinghouse. As GUSD works to identify barriers, particular attention will be paid to addressing "resources inequities" by linking families to medical and mental health providers and tutoring/intervention/internships to get students on the path toward credit completion, graduation and planning next steps after high school.

Monitoring and Evaluating Effectiveness

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

Monitoring and evaluating the effectiveness of the CSI plan to support student and school improvement is conducted in collaboration with the Daily leadership team, the SSC, and the central office team including the Director of EAFE, the Coordinator of Assessment and Accountability, and the district leadership. The team monitors the progress of students who are experiencing potential barriers to graduation. Student data and student voice data is monitored quarterly, and progress toward the SPSA and LCAP goals is measured and reported. Individualized plans for students are developed and monitored by the administrators, counselor, and the SSC, to ensure that students make progress toward graduation.

The Director of EAFE and the school leadership team establish a quarterly meeting schedule to discuss the implementation and effectiveness of the actions and strategies and to monitor the data on the identified metrics. This ongoing monitoring is tracked on a shared platform. The coordinator of Assessment and Accountability supports the school in identifying the data metrics, including but not limited to attendance, credit completion, interventions, referrals for SST, staff-to-student contacts, participation in substance abuse prevention programs, and the college/career indicators; providing data and collaboratively analyzing to determine next steps and monitor progress. The District Team also reviews and monitors program effectiveness with the Panorama Survey and the CA Healthy Kids Survey.

School leadership engages the staff in collecting and analyzing the student outcome data. Student behavioral data is also recorded and monitored informing the administration and the licensed therapist of individuals requiring additional individualized socioemotional and mental health support. Feedback and reflections from staff and teachers is solicited throughout the year and following all professional learning opportunities to review for establishing next steps. Student feedback and input is also obtained to determine the impact of established strategies and programs and to determine the necessary changes.

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
Local Bargaining Units Certificated Staff (including Teachers, Counselors, Nurses), Classified Staff and Other School Personnel	<p>METHODS OF ENGAGEMENT: Employee Culture Survey, LCAP Townhall Sessions with ThoughtExchange Feedback, Bi-Monthly Meetings with Leadership, Block Schedule/7 Period Day Schedule Survey, Presentations at Board Meetings, Library Review Committee, Monthly Counselor Meetings, Monthly Teacher Specialist Meetings, LCAP Self-Assessment Tool</p> <p>=====</p> <p>Town Hall meetings provided opportunities for educational partners to learn and understand all parts of the LCAP, ask questions, and share their input during the meeting or submit these digitally through the ThoughtExchange survey and engagement platform. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through Parent Square and social media, providing opportunities for all educational partners to participate. LCAP education partner meetings addressed each LCAP priority and included members from the bargaining units and the SELPA. Meetings were held virtually, recorded, and made available on the district website to reach a wider home audience. District interpreters were in attendance and provided simultaneous translation in Armenian, Korean, and Spanish.</p> <ul style="list-style-type: none"> - September 21, 2023 - Student Achievement/Attendance Data - October 17, 2023 - School Safety Measures, Emergency Communications - December 5, 2023 - Mental Health, Counseling Support, Wellness Rooms - January 23, 2024 - College and Career Success, College-Going Rates, Internships, CTE - March 5, 2024 - Budget - May 29, 2024 - Presentation of 2024-25 LCAP Draft, Update and Budget, Solicit Input <p>All in attendance had the opportunity to ask questions and a ThoughtExchange survey was shared to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. Top Thoughts from the surveys were gathered to inform the LCAP.</p> <p>The annual LCAP Self-Reflection tool was administered to teacher specialists in April 2024 and provided input on District priorities for the new LCAP.</p> <p>On April 26, 2024, staff presented to the Teacher Specialists the educational partner survey results, proposed revisions, and solicited input to the 2024-25 LCAP. On May 29, 2024, staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP.</p> <p>The Employee Culture Survey provided local bargaining unit members, including teachers, counselors, nurses, secretaries and custodians the opportunity to give input and feedback on the District's progress and areas of growth. The Spring 2024 included responses from 712 certificated and 364 classified staff and solicited input on school and district culture, connectedness to district goals, and shared decision-making. Survey results from the prior year indicated that there were responses from 702 certificated and 303 classified staff. This increase of 7% in the participation and response rate indicates a greater sense of engagement on the part of GUSD</p>

employees.

Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these public forums. All educational partners had an opportunity to share during Public Communication. Details for participating in Public Communication were posted on the GUSD website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website. A standing agenda item “Communications from Organizational Partners” allows for presentations from representatives from the bargaining units where current successes and concerns are shared.

The Assistant Superintendent of Human Resources meets twice monthly with representatives from the Glendale Teachers Association (GTA) leadership, which represents teachers, counselors and nurses. Similarly, meetings with California School Employees Association (CSEA) leadership, which represents secretaries, clerks and custodians, are held twice a month. The Director of Human Resources and Assistant Director, Classified Personnel also attend the respective meetings. An open agenda format is used to address current issues and trends being experienced by employees at school sites and in the field. This provides another layer of communication and an opportunity to review key initiatives.

Counselors and Teacher Specialists are part of the GTA bargaining unit and each group has their own monthly meetings to address their unique job duties and professional development needs. Because the general education counselors are focused on course selection, proper placement and preparedness for college, career and life, they have an important voice in guiding the initiatives the District promotes. The Teacher Specialists, while part of the Equity, Access and Family Engagement department, work at specific school sites and manage services for English learners and many of the assessment programs that inform our District’s identified metrics. These monthly opportunities for collaboration allow counselors and teachers specialists to interact with District leadership and identify key issues and address challenges.

In addition to these established methods of engagement, as needs arise, GUSD actively finds ways to partner with school staff to address current issues. With the implementation of the block schedule and seven-period day at the middle and high schools, it was important to identify the benefits and challenges and provide opportunities for reflection and feedback. The Block Schedule/7 Period Schedule Survey was completed by 394 teachers, counselors, administrators and staff—156 from the middle school and 238 from the high school. There were questions about general preferences and open-ended comments boxes.

To address concerns and provide an opportunity for feedback about library books and materials, the Library Review Committees were established. There are review committees for the elementary and secondary levels that meet quarterly, as needed, to review any unvetted or contested books and to objectively determine if a book/material is appropriate for students at a given level, based on GUSD board policies and administrative regulations. The committees are composed of students, parents, teachers and staff. GTA and CSEA are represented by: four to five educators; one to two curriculum experts from Teaching and Learning; and one to two school-based librarians, library technicians or library assistants.

School Site (including Principals) and District-Level Administrators

METHODS OF ENGAGEMENT: Employee Culture Survey, LCAP Townhall Sessions with ThoughtExchange Feedback, Input at Monthly Principal Meetings, Leadership Meetings, Board Meeting Presentations, Library Review Committee, Districts on the Move Planning Committee, LCFF Priority LCAP Self-Assessment Tool

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School and district administrators had numerous opportunities to review, evaluate, and give input on the actions and programs provided in the LCAP.

The monthly Principals' Meetings were focused on topics aligned to district priorities, goals, and analysis of student performance. Feedback from administrators was collected at every meeting to evaluate progress toward goals and to identify important action steps that inform the LCAP process.

The Executive Directors of Elementary and Secondary Education met with their respective site administrators monthly to discuss progress on school and district programs and services and gather input and feedback to inform district decision-making. Cabinet- and

department-level leadership meetings are held to coordinate among teams and with the Superintendent to ensure the goals of the District are being met. Meetings prior to the Board of Education meetings to review agenda items and post-meeting follow-ups were conducted and provided opportunities for feedback and course correction, as necessary.

Administrators also participated in the LCAP Town Hall Meetings and provided input during these sessions and through ThoughtExchange.

On February 28-29, 2024, District administrators met with school administrators to review budgets, staffing allocations, key metrics, and action planning for the following school year. School administrators reviewed their current plans and set future goals to address the identified areas of need.

On April 11, 2024, district leadership and site administrators discussed the 2024-2027 LCAP priorities based on the current district performance data. Several surveys were administered through ThoughtExchange to solicit their input. The results were reviewed at the May 16 Principals Meeting and informed the new LCAP goals and actions. Some of the priorities from the input included: targeted support for newcomers, English Learners, and students with disabilities, and academic intervention in early grades.

The annual LCAP Self-Reflection tool was administered to site administrators and district leaders in April 2024 and provided input on district priorities for the new LCAP.

District management participated in the Spring 2024 Employee Culture Survey, with 74 certificated or classified managers responding.

A meeting with the SELPA Director was held in June 2024 to review GUSD's LCAP to review all Students with Disabilities data and to review current goals, needs, and challenges.

Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these public forums. All educational partners had an opportunity to share during Public Communication. Details for participating in Public Communication were posted on the GUSD website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website.

While not an official bargaining unit, the Glendale Schools Management Association (GSMA) leadership meets monthly with the Superintendent to review concerns and to engage in dialogue around key District initiatives and their implementation at the site and department level. The standing "Communications from Organizational Partners" agenda item provides a forum for GSMA leadership to address the Board of Education and update the community on their successes and concerns.

In addition to these established practices, as needs have emerged, opportunities for engagement have been extended to management staff. The Elementary and Library Review Committees have representation by two school-based administrators, and they work with students, parents and educators to review any unvetted or contested books and/or materials. Also, as new initiatives are introduced, school and District administrators play a pivotal role in leading these efforts. As part of the District's focus on Districts on the Move collaborative inquiry cycles, a team of District level administrators and four site level principals representing elementary, middle and high school met monthly to review California Dashboard data, school-level metrics and to plan instructional rounds and content for principals meetings.

Parents/Guardians

METHODS OF ENGAGEMENT: School and District Surveys, LCAP Townhall Sessions with ThoughtExchange Feedback, Council PTA Meetings, DELAC, GATE Parent Advisory, Block Schedule/7 Period Day Schedule Survey (Secondary Parents), Japanese Dual Immersion Parent Survey, Presentations at Board Meeting, Elementary and Secondary Curriculum Nights, Coffees with the Superintendent, Library Review Committee

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Parents/guardians participated in the LCAP Town Hall Meetings and provided input during these sessions and through ThoughtExchange. All in attendance had the opportunity to ask questions and a ThoughtExchange survey was shared to solicit

questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. Top Thoughts from the surveys were gathered to inform the LCAP. At the LCAP Town Hall meeting on May 29, 2024, the proposed LCAP goals and actions were presented. Input and questions were solicited on a Google form and left open along with a recording of the presentation where parents/guardians could provide input in their own time.

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

2023-2024 Monthly Check-in Meetings with School PTA Leaders

- October 6, 2023
- November 3, 2023
- January 12, 2024
- February 2, 2024
- April 5, 2024
- May 17, 2024

2023-2024 Glendale Council PTA Association Meeting Dates

- August 31, 2023
- November 30, 2023
- March 28, 2024
- May 23, 2024

2023-2024 Glendale Council PTA Executive Board Meetings

- August 17, 2023
- September 28, 2023
- October 26, 2023
- January 25, 2024
- April 25, 2024

District English Learner Advisory Committee (DELAC) meetings provided English Learner families the opportunities to actively engage in evaluating and advising the district and the Board on programs and services for English Learners. Simultaneous translation in Armenian, Korean, and Spanish was provided through district interpreters. DELAC attendees engaged in the development of the annual multilingual English Learner parent survey that was administered to all English Learner families in the district. The results of the survey informed the new LCAP goals and actions.

In 2023-2024, DELAC meetings were held virtually for increased access:

- October 2, 2023
- December 11, 2023
- February 6, 2024
- March 11, 2024
- May 6, 2024

On May 6, 2024, staff presented an overview of the LCAP to the DELAC. All in attendance had the opportunity to ask questions and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

District staff reviewed the Annual Plan Survey, the English Learner Parent Survey and previous iteration of the parent/guardian LCAP

Survey to update and align questions to meet current needs and interests. Multiple survey questions were consolidated into one Annual Plan Survey because it has the broadest reach in terms of distribution and participation. In all, 2,975 parents/guardians completed the survey from April 8-29, 2024 from the 17,852 households in Glendale Unified for a completion percentage of 17%. All grades and schools were represented in the survey results and 34% of respondents were parents/guardians of students in the dual immersion programs. The survey was available in four languages, English, Armenian, Korean, and Spanish.

Parents/guardians were engaged as partners to provide feedback as the District carries out initiatives and when concerns emerge. The Japanese Dual Immersion Parent Survey was opened to provide input on this program offering. Questions asked for student background information, plans for middle and high school, and about their child's experience participating in the program. There were 229 respondents. Based on overall enrollment in the Japanese program, this reflects a 46% response rate on the survey, representing all grade levels spanning from Kindergarten to high school. To better understand the benefits and challenges of implementation block scheduling and the seven-period day, a survey evaluating stakeholders' preferences and an opportunity for open-ended comments was made available this school year. There was a strong response rate of 729 parents/guardians representing middle and high school households.

The Gifted and Talented Education (GATE) Parent Advisory group met three times during the school year (November 2, February 1, and May 2). Parents/guardians provided feedback on the GATE program, including the use of the NNAT3 screening and extra educational opportunities. They also provided edits to the Board Policy and Administrative Regulations related to the GATE program.

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

To assist parents in understanding District-approved curriculum and textbooks, the Teaching and Learning department held Curriculum Nights on October 16, 2024 (elementary) and October 17, 2024 (secondary). There were presentations for each content area followed by a question and answer period between parents and school staff. This was a valuable opportunity to clarify expectations and facilitate communication.

Multiple parent engagement opportunities were also held at the school level, including but not limited to: School Site Council (SSC), English Learner Advisory Committee (ELAC), PTA Board and Association meetings, and Coffee with the Principal. In addition, the Superintendent of Schools hosted a Coffee with the Superintendent event at each school site during the 2023-2024 school year to connect on a local level with parents/guardians, hear their concerns and celebrate the things they identified about their school that made them proud:

- August 22 (La Crescenta), August 29 (Lincoln), August 30 (Mountain Avenue), August 31 (Valley View), September 6 (Edison), September 8 (Cerritos), September 14 (Fremont), September 21 (Marshall), September 25 (Monte Vista), September 27 (Columbus), October 3 (Muir), October 4 (Dunsmore), October 6 (Verdugo Woodlands), October 9 (Franklin), October 18 (Pacific Ave/F.A.C.T.S.), October 26 (Mann), November 1 (Balboa), November 8 (College View), December 5 (Jefferson), December 8 (Keppel), January 17 (Rosemont), January 31 (Toll), February 6 (Glendale and Roosevelt), and February 26 (Hoover).

Responses from Town Hall and school board meetings, PTA and SPAC parent advisory groups and visits to school sites continue to demonstrate a desire for high-quality learning experiences, academic interventions and social-emotional support for students.

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

METHODS OF ENGAGEMENT: Panorama Survey, LCAP Townhall Sessions with ThoughtExchange Feedback, Student Advisory Council, Student Voice Panels (District and School Level), Block Schedule/7 Period Day Schedule Survey (Secondary Students), Board Meeting Presentations, Library Review Committee, Student Board of Education Member

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The Panorama Survey was administered to all students in Grades 4-12. In grades 4 and 5, 3,487 students completed the survey in Spring 2024, which represents an increased response rate of 4% over the Fall 2023 survey. In grades 6-12, there were 12,118 responses in Spring 2024 compared to the 11,845 student responses from Fall 2023, representing an increase of 2.3%. The increased response rate offered school and district leaders valuable insight into student experiences and perspectives for LCAP planning.

Students participated in the LCAP Town Hall Meetings and provided input during these sessions and through ThoughtExchange. All in attendance had the opportunity to ask questions and a ThoughtExchange survey was shared to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. Top Thoughts from the surveys were gathered to inform the LCAP.

As an annual practice, the Student Advisory Council (SAC) was convened and it was composed of a diverse cross-section of student leaders representing each of the five high schools. The Council met monthly and discussed issues and topics important to the student body. Among their many responsibilities, the SAC planned two Student Voice Panel forums and the annual middle school leadership conference. They also selected one of their members to serve as the district Student Board Member who attends every Board of Education meeting as a non-voting member.

2023-2024 SAC Meeting Dates

- August 30, 2023
- September 20, 2023
- October 18, 2023
- November 8, 2023
- December 6, 2023
- January 10, 2024
- February 7, 2024
- March 6, 2024
- April 10, 2024

Student Voice Panels promoted leadership, advocacy, and civic engagement, and provided students a voice in creating positive change throughout the District. Two Student Voice Panels were held this school year: October 24, 2023 and February 27, 2024. Student Voice Panels were held in person and also live streamed on the District's website. Each high school was represented by three student panelists nominated by their schools. The diverse group of students shared their perspectives on issues that were important to them. Board Members asked clarifying questions and received feedback directly from students. Topics and questions for the Student Voice Panels were crafted by the SAC leaders. Some of the topics of focus included: creating a sense of belonging (connectedness); college and career readiness; mental and physical health; building school spirit; fostering stronger communication; improving attendance; diversity, equity, and inclusion; and school safety and security. Student input and feedback were incorporated in the LCAP planning process.

As the District rolls out new programs and initiatives, feedback from students plays a role in understanding their effectiveness. The Block Schedule/7 Period Day Survey was administered to all secondary students with 3,419 responding—1,649 from middle school and 1,769 high school—to share their perspectives on the benefits and challenges of the new schedule. As concerns surrounding library books and materials emerged from the community, the Elementary and Secondary Library Review committees were established. In addition to representation by parents, educators and staff, student leaders played an active role with two high school students (selected from the SAC) participating in these meetings, which convened quarterly.

Glendale Unified Board of Education meetings are a forum where information is shared and robust dialogue over key issues takes place. Information and updates on various programs and services were presented by various departments and district leadership at these

public forums. All educational partners had an opportunity to share during Public Communication, including students that used this opportunity to discuss current issues and trends. Details for participating in Public Communication were posted on the GUSD website and included in the posted agenda for each Board meeting. All Board meetings were live-streamed and archived on the GUSD website.

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

During the 2023-2024 school year, Glendale Unified continued to prioritize the importance of gathering input from educational partners for the LCAP process. The 2024-2027 plan was established through authentic feedback to better inform all aspects of the District's programs and services. Notices and information regarding these opportunities and methods for providing input were distributed through various platforms, including the GUSD and school websites, the Parent Square digital outreach, postings at District and school facilities, and District social media platforms.

The development of the 2024-2027 LCAP was informed through careful analysis of the input and feedback from surveys and engagement of all education partners.

Parent/guardian feedback was gathered from the ANNUAL SCHOOL PLAN SURVEY, which included responses from all grade levels: elementary school (1,632), middle school (540), and high school (803). With a total of 2,975 responses, the Spring 2024 survey had a 49% increase in the response rate over the previous year where only 1,993 responses were gathered. This indicates the desire by parents/guardians to be involved in the schools and there is a need for expanded opportunities to harness these educational partners' voices and experiences.

The following are the percentage of favorable responses from parents/guardians on the Annual School Plan survey:

- 60% stated that their child is academically challenged at school
- 80% stated that their school keeps them well informed of their child's academic progress
- 82% stated that they feel their child is safe at school
- 65% stated that they knew how to access mental health supports offered at the school
- 46% stated that their school provides training for parents to support their child's learning
- 57% stated that their school actively seeks input from parents/guardians before making important decisions.

The following are the percentage of favorable student responses on the Spring 2024 PANORAMA SOCIAL EMOTIONAL LEARNING (SEL) INVENTORY:

Grades 4 and 5

- Emotion Regulation 44%
- Growth Mindset - 63%
- Self Efficacy - 62%
- Sense of Belonging (connectedness) - 61%
- Social Awareness - 66%
- School Safety - 61%

Grades 6-12

- Emotion Regulation - 51%
- Growth Mindset - 57%
- Self Efficacy - 54%
- Sense of Belonging (connectedness) - 44%
- Social Awareness - 62%
- School Safety - 55%

The results on the Spring 2024 Panorama Survey demonstrate a continued need for training on the Panorama tools and lessons in these focus areas to administration and teachers in order to address the needs.

The following are the percentage of favorable responses received on the GUSD EMPLOYEE CULTURE SURVEY:

- I understand how my work impacts student success (Classified: 91%, Certificated: 95%, Management: 95%)
- I have an opportunity to share my ideas, suggestions, and/or concerns with leadership at my school/work location (Classified: 68%, Certificated: 77%, Management: 84%)
- I have an opportunity to influence the decisions made at my school/work location. (Classified: 51%, Certificated: 58%, Management: 73%)

- My supervisor promotes trust and teamwork among staff (Classified: 73%, Certificated: 71%, Management: 82%)
- I feel safe at work (Classified: 76%, Certificated: 71%, Management: 88%)
- I understand what is expected of me in my role (Classified: 89%, Certificated: 91%, Management: 95%)
- A high priority is placed on professional training, coaching, and learning (Classified: 55%, Certificated: 58%, Management: 68%)
- Information is widely shared so that I can get the information I need when it's needed (Classified: 59%, Certificated: 62%, Management: 68%)
- I feel proud to work here (Classified: 77%, Certificated: 72%, Management: 89%)

Results indicated a high level of understanding of how employees impact student learning and what is expected of their roles. Continued focus on shared decision-making opportunities and professional training and coaching emerged as an area of need.

The District used ThoughtExchange to gather feedback from educational partners at the LCAP TOWN HALL MEETINGS. Participants entered their "thoughts" and then were able to "rate" others' thoughts. The following emerged as the top thoughts for each of the key questions:

- > QUESTION: How can we help parents aid their student's academic success, and what support is needed to further improve Academic Achievement?
- > TOP THOUGHTS: Smaller class sizes; tutoring; fewer communication platforms to disseminate information as it can be overwhelming for parents to keep track of multiple platforms; more hands-on learning in lieu of lectures or PowerPoint presentations; flexibility around homework to allow families to plan around their schedules.
- > QUESTION: What are some things Glendale Unified needs to consider to ensure we provide a safe on-campus environment for our students and staff this school year?
- > TOP THOUGHTS: Bullying prevention; Training for teachers to be advocates for a safe and kind classroom/campus; classroom security - ensuring all employees understand school safety plans; traffic management to insure more safety during start and dismissal times.
- > QUESTION: Enter your top thoughts on mental health and student wellbeing
- > TOP THOUGHTS: Many students and families are still unaware of all the services available for mental health support; individual counseling is helpful; the district offers a mix of telehealth and in-person mental health services so families can access services for their child in a way that is most convenient for them; the wellness rooms at middle and high school are amazing so students have a space where they can drop in and speak with a trusted adult if they need support; review of the amount of homework
- > QUESTION: What are your thoughts or questions about the GUSD budget?
- > TOP THOUGHTS: Teacher salaries; budget transparency to know how funds are allocated and why certain decisions are made; smaller class sizes to improve the learning environment and allow teachers to better address each child's needs; more funding for various programs, including arts, GATE, and special education.

The site principals completed a ThoughtExchange as part of the review of priorities at the April 11 and May 16, 2024 Principals Meetings. The responses suggested that priority should be given to areas that directly impact student achievement and safety. These include academic interventions, mental health support, and resources for teacher training. The need for technological resources like 1:1 Chromebooks and maintaining facilities was also highlighted. Furthermore, the importance of early interventions, support for English Language Development students, and the provision of in-house mental health services were emphasized.

Recommendations of Priorities, Goals, Outcomes, and Actions/Services for the 2024-2025 LCAP:

The Local Control Accountability Plan has been collaboratively created and revised with input and participation from the Board of Education, District leadership, Superintendent's Parent Advisory Committee, Student Advisory Council, Glendale Council PTA, District English Language Advisory Committee members, principals, counselors, teacher specialists, students and staff. The GUSD LCAP continues to serve as the GUSD strategic plan and is reflective of and supported by the GUSD Board Priorities.

Based on educational partner feedback it is recommended that GUSD prioritize these actions from 2023-2024 LCAP for Goal #1 for the 2024-2025 school year with a focus on:

- Promoting literacy by 3rd grade through increased achievement in English Language Arts
- Building math literacy by the end of elementary (5th or 6th grade)
- College and career readiness by 12th grade, resulting in improved A-G completion rates and CTE pathway completion
- Targeted academic interventions and additional behavioral support to assist students with accessing curriculum
- Provide extended day kindergarten, reduction to combination classes and smaller class sizes by decreasing adult to student ratios
- Continued efforts to increase support for all English Learners, with focus on newcomers and Long Term English Learners (LTEL)
- Enrichment opportunities, including activities music, sports and technology

- Summer and Saturday school opportunities to provide additional help to close the achievement gap
- Services for students with disabilities and English learners
- Increased professional development to support implementation of standards

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

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

Furthermore, professional development continues to be a recommendation, with the emphasis on ensuring all staff are provided with differentiated training opportunities in all areas, especially in supporting the social emotional needs of students, delivering culturally responsive instruction, and effective integration of technology to create a supportive learning environment for all.

Based on educational partner feedback it is recommended that GUSD maintain/expand all actions from 2023-2024 LCAP for Goal #2 for the 2024-2025 school year with a focus on:

- Expanding supports to reduce chronic absenteeism through interventions and positive attendance campaigns
- Ensuring at-risk student groups have equitable access and are receiving the interventions/supports they need to succeed.
- Supporting mental health and social emotional learning through counseling and psychological services providers
- Increased family engagement opportunities through access to the Q student information system, digital communication tools and surveys
- Continue to provide expansive socioemotional learning and support and behavioral intervention
- Maintain current staffing of guidance counselors and psychological support for students at the secondary level

Providing robust mental social emotional learning continues to be a key recommendation from all educational partner groups. GUSD is committed to a comprehensive mental health program that includes the Student Wellness Services Department in collaboration with all other departments, schools, and the community resources. These are highlighted in Goal #2, which focuses on fostering a positive culture of learning. Actions for meeting Goal #2 include providing health and wellness support, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying educational partner feedback. Increased and focused family engagement creates a collaborative partnership with families, strengthening communication and connection needed to nurture student growth.

Based on educational partner feedback it is recommended that GUSD maintain/expand all actions from 2023-2024 LCAP for Goal #3 for the 2024-2025 school year with a focus on:

- Making progress toward the goal of having 100% of teachers fully credentialed and appropriately assigned
- Continuing to provide high-quality instructional materials and 1:1 Chromebooks
- Continuing to maintain clean and safe school facilities
- Continuing to provide coordinated health services through nurses, health clerks/LVNs and partnerships with community resources

GUSD presented the mid-year LCAP Update at the February 13, 2024 Board meeting. The following information was presented:

- All available mid-year outcome data related to metrics identified in the 2023-2024 LCAP
- Mid-year expenditure and implementation data on all actions identified in the 2023-2024 LCAP.

The LCAP Public Hearing was held on June 11, 2024. The agenda was posted 72 hours prior to the Board meeting. The draft LCAP and the Budget Overview for Parents were presented.

On June 25, 2024, the final LCAP and Budget Overview for Parents were adopted, and the local indicators were presented.

Goals and Actions

Goal

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

State priorities address by this goal.

2, 4, 7, 8

An explanation of why the LEA has developed this goal.

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

To achieve these aims, GUSD will need to...

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

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

- Close the digital and equity gap.
- Offer robust academic programs.
- Accelerate learning and improve attendance and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of students that meet or exceed standards in English Language Arts (CAASPP) (Source: https://caaspp-elpac.ets.org)	ALL - 62.04% EL - 15.29% FY - 26.67% HOM - 36.45% SED - 49.97% SWD - 26.64% AA - 52.46% AI/AN - 50.00% AS - 84.58% FIL - 72.95% HI - 51.26% NH/PI - 66.67% WH - 59.67% MR - 82.61% (2022-2023)			ALL - 71% EL - 24% FY - 35% HOM - 45% SED - 58% SWD - 35% AA - 61% AI/AN - 59% AS - 93% FIL - 82% HI - 60% NH/PI - 76% WH - 69% MR - 91% (2026-2027)	
2	Percentage of students that meet or exceed standards in Mathematics (CAASPP) (Source: https://caaspp-elpac.ets.org)	ALL - 52.31% EL - 20.23% FY - 20.00% HOM - 33.98% SED - 40.69% SWD - 20.45% AA - 39.67% AI/AN - 35.72% AS - 81.85% FIL - 62.34% HI - 34.33% NH/PI - 41.67% WH - 51.01% MR - 75.49% (2022-2023)			ALL - 61% EL - 29% FY - 29% HOM - 42% SED - 50% SWD - 29% AA - 49% AI/AN - 45% AS - 91% FIL - 71% HI - 43% NH/PI - 51% WH - 60% MR - 84% (2026-2027)	

3	<p>Percentage of students (5th, 8th and one high school grade level) that meet or exceed standards as measured by the California Science Test (CAST) (Source: https://caaspp-elpac.ets.org)</p>	<p>ALL - 42.10% EL - 2.29% FY - suppressed HOM - 18.37% SED - 29.53% SWD - 15.79 % AA - 23.41% AI/AN - suppressed AS - 66.94% FIL - 53.05% HI - 30.84% NH/PI - suppressed WH - 39.23% MR - 71.50%</p> <p>(2022-2023)</p>			<p>ALL - 51% EL - 11% FY - HOM - 27% SED - 38% SWD - 25% AA - 32% AI/AN - AS - 76% FIL - 62% HI - 40% NH/PI - WH - 48% MR - 81%</p> <p>(2026-2027)</p>	
4	<p>Percentage of English Learners making progress toward English Language Proficiency as measured by the ELPI on the CA School Dashboard. (Source: https://www.caschooldashboard.org/reports/1964568000000/2023/academic-performance#english-learner-progress)</p>	<p>60.3% (2022-2023)</p>			<p>69% (2026-2027)</p>	

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

8	<p>Percentage of graduates meeting the A-G requirements (Source: https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?aggllevel=district&year=2022-23&cds=1964568)</p>	<p>ALL - 55.9% (1072/1918) EL - 21.6% FY - suppressed HOM - 35.7% SED - 45.9% SWD - 17.3% AA - 26.7% AI/AN - suppressed AS - 83.1% FIL - 64.2 % HI - 38.0% NH/PI - suppressed WH - 56.6% MR - 70.0%</p> <p>(2022-2023)</p>			<p>ALL - 62% EL - 28% FY - HOM - 42% SED - 52% SWD - 23% AA - 33% AI/AN - AS - 89% FIL - 70% HI - 44% NH/PI - WH - 63% MR - 76%</p> <p>(2026-2027)</p>	
9	<p>CTE Pathway Completion (Percentage of graduates meeting the "Prepared" level on the College and Career Indicator through CTE pathway completion) (Source: https://www6.cde.ca.gov/california/orniamodel/ccireport?&year=2023&cdcode=1964568&scode=&reporttype=schools)</p>	<p>ALL - 23.8% EL - 18.4% FY - suppressed HOM - 23.7% SED - 20.8% SWD - 25.0% AA - 20.0% AI/AN - suppressed AS - 31.5% FIL - 26.3% HI - 21.3% NH/PI - suppressed WH - 21.5% MR - 37.1%</p> <p>(2022-2023)</p>			<p>ALL - 33% EL - 27% FY - HOM - 33% SED - 30% SWD - 34% AA - 29% AI/AN - AS - 40% FIL - 25% HI - 30% NH/PI - WH - 31% MR - 46%</p> <p>(2026-2027)</p>	

10	<p>Percentage of graduates meeting the A-G Requirements AND completing at least one CTE Pathway (Source: https://www6.cde.ca.gov/california_model/ccir_eportuc_csu_cte?&year=2023&cdcode=1964568&scode=&reporttype=schools)</p>	<p>ALL - 13.1% EL - 3.6% FY - suppressed HOM - 7.6% SED - 8.8% SWD - 5.7% AA - 6.3% AI/AN - suppressed AS - 24.8% FIL - 14.9% HI - 7.2% NH/PI - suppressed WH - 12.6% MR - 26.0% (2022-2023)</p>			<p>ALL - 22% EL - 13% FY - HOM - 17% SED - 18% SWD - 14% AA - 15% AI/AN - AS - 34% FIL - 24% HI - 16% NH/PI - WH - 22% MR - 35% (2026-2027)</p>	
11	<p>Percentage of students "Prepared" on the College/Career Indicator on the CA School Dashboard (includes AP, A-G, CTE, etc.) (Source: https://www.caschooldashboard.org/reports/1964568000000/2023/academic-performance#college-career)</p>	<p>ALL - 58.7% EL - 23.2% FY - suppressed HOM - 37.8% SED - 49.5% SWD - 18.8% AA - 33.3% AI/AN - suppressed AS - 83.6% FIL - 66.1% HI - 42.1% NH/PI - suppressed WH - 59.6% MR - 70% (2022-2023)</p>			<p>ALL - 64% EL - 29% FY - HOM - 44% SED - 56% SWD - 26% AA - 39% AI/AN - AS - 90% FIL - 72% HI - 48% NH/PI - WH - 66% MR - 76% (2026-2027)</p>	

12	<p>Early Assessment Program (EAP) for ELA: Percentage of 11th grade students that are "Ready for college-level coursework" (Standard Exceed) or "Conditionally Ready for college-level coursework" (Standard Met) (Source: https://caaspp-elpac.ets.org)</p>	<p>ALL - 63.22% EL - 3.05% FY - suppressed HOM - 36.77% SED - 54.42% SWD - 26.66% AA - 57.15% AI/AN - suppressed AS - 91.48% FIL - 79.77% HI - 52.16% NH/PI - suppressed WH - 59.91% MR - 80.00%</p> <p>(2022-2023)</p>			<p>ALL - 72% EL - 12% FY - HOM - 46% SED - 63% SWD - 36% AA - 66% AI/AN - AS - 100% FIL - 89% HI - 61% NH/PI - WH - 69% MR - 89%</p> <p>(2026-2027)</p>	
13	<p>Early Assessment Program (EAP) for Mathematics: Percentage of 11th grade students that are "Ready for college-level coursework" (Standard Exceed) or "Conditionally Ready for college-level coursework" (Standard Met) (Source: https://caaspp-elpac.ets.org)</p>	<p>ALL - 40.03% EL - 8.96% FY - suppressed HOM - 23.68% SED - 31.98% SWD - 6.51% AA - 15.38% AI/AN - suppressed AS - 74.74% FIL - 51.64% HI - 20.05% NH/PI - suppressed WH - 39.65% MR - 50.00%</p> <p>(2022-2023)</p>			<p>ALL - 49% EL - 18% FY - HOM - 33% SED - 41% SWD - 16% AA - 24% AI/AN - AS - 84% FIL - 61% HI - 29% NH/PI - WH - 49% MR - 59%</p> <p>(2026-2027)</p>	

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

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction	<p>Elevating the quality of instruction delivered in every classroom is critical for ensuring that all students achieve their highest potential. In GUSD, this includes the following areas of focus:</p> <p>PROFESSIONAL DEVELOPMENT The Teaching and Learning (T&L) Department team will coordinate the professional development plans to address specific areas of improvement based on the thorough and ongoing analysis of current teaching practices, student performance data, and teacher feedback. The comprehensive professional development plan will focus on the effective implementation of high-quality instructional strategies, and specifically on advancing early literacy to ensure reading by 3rd grade and increasing numeracy skills for math proficiency by 6th grade. Furthermore, the T&L curriculum experts will continue to focus on providing instructional support and resources to administrators, teacher specialists, and teachers on inclusive and equitable practices. Equitable grading and assessment practices and resources to support diverse learners through adopted curriculum and classroom management practices that are fair and unbiased will continue to be developed and shared. These efforts will be supplemented through the CDE grant for anti-bias education. Ongoing follow-up school/classroom-level coaching by content-specific teacher specialists will include collaborative lesson study, modeling, feedback, as well as effective practices in collaboration and conversation to stimulate increases in understanding and learning,</p>	\$3,502,943.00	No

as well as differentiation, and small group instruction. Furthermore, teachers will receive training on the implementation and analysis of assessments and rubrics.

COLLABORATIVE INQUIRY

GUSD will continue the work of school improvement by expanding and deepening the implementation of Schools on the Move Inquiry Cycles. The Collaborative Inquiry cycle engages school leaders and teachers to collectively create clarity of focus, cultivate shared leadership, develop collective expertise, and guide continuous improvement. All school administrators will continue to receive guidance, support, and coaching through the process. Instructional Learning Rounds for leaders will be implemented to inform growth towards goals and actions.

CURRICULUM AND INSTRUCTION ALIGNMENT

The Teaching and Learning Department team will continue to support teachers with the implementation of CA State Standards and CA Frameworks by determining the effectiveness of current instructional strategies and techniques in meeting curriculum goals. The team will facilitate curriculum pilots, selection, and training sessions, and will incorporate the use and integration of curriculum materials and resources in the collaborative sessions on lesson planning and review. Teachers will receive guidance on the selection and development of resources to support and supplement instruction.

ASSESSMENT AND EVALUATION

The Teaching and Learning Department team will continue to systematically evaluate the impact of the aligned curriculum and instruction on student learning by examining the local and state assessment data and teacher feedback. The department will also facilitate a process for reviewing the internal measures including benchmark and formative assessments, to effectively monitor student progress. The team will collaborate with teachers and advisory teams on new assessments and rubrics to align to report cards. The data will help with a comprehensive view of the impact of teaching and learning services and will inform the next steps. GUSD is monitoring current trends by colleges and universities to re-establish the use of the SAT as a college admissions requirement. GUSD will provide the Preliminary SAT (PSAT) to all 11th grade students as a practice for the SAT and to help the highest-scoring students access scholarship opportunities. Achievement data on the PSAT supports school teams in their efforts to provide students with comprehensive information related to future course selection and post-secondary planning, including readiness for Advanced Placement.

2	Literacy by 3rd Grade	<p>Reading by third grade is critical to students' success on their academic journey. This is especially important for closing the achievement gap for English Learners, low-income and foster youth. Research indicates that literacy rates increase when teachers implement scientifically based reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Center on Improving Literacy 2022). Research has demonstrated that teaching these foundational skills through explicit systematic instruction is most effective. GUSD has introduced the Science of Reading and will continue to provide ongoing professional development to equip teachers with the skills and strategies for effective implementation.</p> <p>To increase the opportunity for individualized and targeted instruction for specifically English learners, low-income, and foster youth at the elementary level, GUSD will:</p> <ul style="list-style-type: none"> - Continue to decrease the adult/student ratio in every classroom and reduce the number of combination (split) classrooms. Increasing the individualized support and engaging the students in the classroom learning experiences through small group and individualized academic support 	\$2,600,357.00	Yes
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strategies is the core purpose of reducing the teacher/student ratios. This provides the English learners, low-income, and foster youth ample opportunities to receive direct instruction and feedback from the teacher while benefiting from the increased individualized support. Teachers can meet with the small groups on an ongoing basis (Hattie small group instruction effect size 0.4), working on targeted skills as identified through formative assessments. The small group allows for repeated and deliberate practice (Hattie effect size 0.79) of the skills taught with trained staff who engage students in discussions that also develop the oral language practice. This increases student engagement not only with instruction but also increases student connectivity with the teachers and the school overall (Hattie teacher/student relationship effect size 0.72). The Learning Policy Institute report found that “smaller class sizes led to significant improvements in students’ math and reading achievement (about 0.15 standard deviations in terms of average math and reading scores measured after each grade for 4 years)” (Johnson, 2023). This is especially important as schools continue to mitigate the learning gaps and losses post-Covid.

- Expand extended-day Kindergarten across all elementary schools. Research and practice have indicated that “adding time to the school day and/or year can have meaningfully positive impact on student proficiency and, indeed, upon a child’s entire educational experience” (Farbman 2015). The additional instructional time in this formative grade level will provide students, and especially English Learners, low-income, and foster youth, increased access to explicit instruction and learning experiences, accelerating progress towards literacy.

- Provide ongoing professional development support, collaboration on lesson design and curriculum analysis, model lessons on explicit literacy instruction, and follow-up coaching will be key to high-impact student learning experiences. GUSD’s comprehensive plan for literacy by third grade aligns effective instructional practices with a learning environment that supports the unique needs of learners. The Individualized and differentiated instruction will allow teachers to support learners, and increase one-on-one support, especially for English Learners, low-income, and foster youth.

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

3	Math Literacy by 6th Grade (repeated expenditure, Goal 1, Action 1)	<p>GUSD recognizes the importance of mastering math literacy at the elementary level to ensure that students are skilled to complete the middle and high school pathways ready for college, career, and life. English Learners, low-income, and foster youth continue to demonstrate a gap in math performance which was further exacerbated by the pandemic.</p> <p>A recent examination from the Public Policy Institute of California stated that, “While 2023 proficiency rates for low-income students and those who were ever English learners (ever-EL) were lower than the total student population by 11 percentage points (pp), homeless students had a much larger gap: roughly 20 pp behind in both math and English Language Arts (ELA). Homeless students and ever-ELs graduated at a similar rate (76%–77%), but both groups were around 10 pp lower than low-income students. Only foster youth had lower graduation (67%) and Smarter Balanced Assessment proficiency rates (19% in ELA; 10% in Math).”</p> <p>Research from UCI (Duncan 2011) showed that early math skills were most consistently predictive of subsequent academic success. A similar research (Magnuson 2011) determined</p>	\$0.00	No
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that, “K-5 students with persistently low math skills were much less likely to graduate from high school or attend college...Children with persistent math problems in elementary school were 13 percentage points less likely to graduate from high school and 29 percentage points less likely to attend college.” This was reiterated in a MDRC report in 2017. The pandemic has caused further losses for students and has greatly impacted English Learners, low-income, and foster youth. The declines in performance were especially significant in math (Pinto 2023).

GUSD’s comprehensive plan for math literacy by sixth grade aims to foster proficiency in computational skills and the ability to apply mathematical concepts. The Teaching and Learning department will continue to revise and enhance the math curriculum and resources to ensure alignment with academic standards and vertical coherence across TK-6. Professional development will emphasize critical thinking and problem-solving skills focused on high-impact instructional strategies that promote conceptual understanding and procedural skills and differentiation for English Learners, low-income, and foster youth. GUSD will examine instructional tools and platforms that help teachers support student learning through intentional evidence-based interventions. Ongoing instructional support and coaching will be provided by math specialists to assist and guide consistent classroom implementation.

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

4	College and Career Ready by 12th Grade	<p>College and Career Ready means graduating from high school with an educational objective and career path aligned to personal goals with the academic, technical, employability and life skills to pursue them. GUSD is preparing all students for college, career, and life success with multiple pathways opportunities, to ensure students find their purpose and have a competitive advantage in the global marketplace.</p> <p>The GUSD Indicators of College and Career Readiness include:</p> <ul style="list-style-type: none"> - Meeting UC/CSU A-G requirements - Completing College Credit Courses - Career Technical Education Pathway Completion - Participating in Internships <p>The College and Career Division supports students to reach these indicators through the District Counselor, Career and Technical Education Programs, Early College Programs, Dual Enrollment/Articulation Opportunities, and Internship Opportunities. The District Counselor assists middle and high school counselors to help increase the number of students, particularly unduplicated students, who graduate with A-G eligibility requirements completed for admission to a UC or CSU. The counselor also supports the District’s vision to provide updated college and career readiness tools to families by launching the California College Guidance Initiative for the District.</p> <p>GUSD will engage the High School student voice panels in a dialogue about the importance of the 11th grade CAASPP/Early Assessment Program (EAP) result. The EAP is one of the multiple measures that CSUs utilize to determine student readiness for college-level coursework in English and mathematics and for the proper General Education (GE) course placement. Currently, the student enrollment in high level math coursework does not reflect the 11th grade math CAASPP</p>	\$2,416,189.00	Yes
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results. GUSD will consider student feedback in developing a campaign to motivate 11th graders towards increased performance on the Math CAASPP test.

GUSD will maintain its efforts for implementing block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low-income, and foster youth. According to the National Education Association, block scheduling allows students to have more time for reflection and less information to process over the course of a school day. Research found that students retain information longer, and teachers are able to individualize instruction because of the reduced number of students they see during the day. Block scheduling increases students' ability to focus their attention on the learning building a better understanding and effective implementation of the skill. Increased student achievement and improved student behavior are additional findings from research on block scheduling.

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

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

Students will also have access to expanded list of Advance Placement (AP) courses delivered by highly trained teachers. By taking the AP Exam students are able to demonstrate mastery of college-level material increasing their opportunities post-high school. Low income students need access to AP tests to maximize their opportunity to earn college credit, but the cost of the exams can be a barrier for most of the families. GUSD will continue to fund the cost of the exam for students who are considered low income, allowing them equitable access to all opportunities for college, career, and life.

Based on these actions, we expect all student groups to improve in their completion of the A-G requirements by 1% each year as well as close the achievement gap by at least 3% for unduplicated students compared to the aggregated completion rate of all students. Additionally, we expect 100% of low income students who are enrolled in an AP course to take the AP exam.

5	Career Technical Education	<p>GUSD Career Technical Education (CTE) programs enable students to explore their college and career goals, gain academic and technical skills, and develop the qualities they need to compete in the global marketplace.</p> <p>Students complete specific career pathways, earn college credit, and obtain industry certifications before graduating from high school. By completing CTE pathways, students gain the knowledge, skills, experience, and attitude to succeed in college, career, and life. The CTE pathway programs will continue to expand and will include increased opportunities for apprenticeships in all sectors through Work Based Learning (WBL) opportunities. The CTE division will utilize additional grant funding from the California Apprenticeship Initiative New and Innovative Grant Program (CAI</p>	\$6,052,236.00	No
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Program) to fund for apprenticeships and internships for the next three years. Additional grant funding will be solicited to continue expanding the programs and access. Furthermore, GUSD will increase the Healthcare pathways across all high schools, acknowledging that healthcare careers are one of the fastest growing in the current labor market.

The CTE team will facilitate Individual College and Career Learning Plans for middle and high school students to increase the rate of program completion. GUSD will implement the California College Guidance Initiative (CCGI) to assist in this process.

The district will continue to partner with Glendale Community College, to offer students multiple opportunities to participate in dual enrollment programs and earn college credit before they graduate from high school, including the Early College Academy at Hoover High and the Cloud Computing and Computer Science Academy at Glendale High. Partnership with the University of Southern California (USC) will continue through the use of USC college and career counselors at two comprehensive high schools.

GUSD will continue to participate in the Perkins Grant and Career Technical Education Incentive Grant (CTEIG).

Counselors, teachers and classified staff will have opportunities for professional development to expand their skills in supporting students and will attend workshops provided by the College Board and other approved organizations.

These efforts will assist students with CTE completion and increased participation in apprenticeship opportunities.

6	Visual and Performing Arts (repeated expenditure, Goal 1, Action 1)	<p>The GUSD Visual and Performing Arts (VAPA) Department assumes a leadership role in the evaluation and enhancement of the District's VAPA programs, staff, and facilities. The team is responsible for the strategic evaluation, revision, and implementation of Glendale Unified School District's (GUSD) Strategic Arts Plan. Additionally, it offers support to school principals, department chairs, and VAPA faculty including, but not limited to, systemic collaboration, budgeting and purchasing, and development of productive networks within GUSD, the City of Glendale, and other local partners. Furthermore, the Department coordinates District VAPA events, ensuring effective publicity, and notifying the Board of Education about major VAPA occurrences.</p> <p>In collaboration with principals, teachers, families, students, and the community, the VAPA The department has initiated a work group to develop and refine the District's VAPA K-6 curriculum and benchmarks. The committee will ensure that the curriculum is sequential, culturally relevant, and in tune with the social-emotional development of students. This comprehensive initiative will make recommendations regarding who will teach the new curriculum and develop professional development to support the effort. This includes determining the need for elementary itinerant arts programs. The VAPA Coordinator will actively contribute to the recruitment, selection, evaluation, and training of VAPA personnel for itinerant programs and will collaboratively develop, evaluate, and adjust the itinerant program annually.</p> <p>The Department is responsible for the planning, coordinating, and documenting of professional development opportunities for both VAPA and elementary teachers, aligning their efforts with the state VAPA framework, Social Emotional Learning competencies, state VAPA content standards, GUSD Strategic Arts plan, and District VAPA curriculum.</p>	\$0.00	No
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		<p>The VAPA Department actively builds and leverages relationships with community partners to garner community support for GUSD VAPA programs. This includes attending Arts Collaborative meetings, events and seminars conducted by organizations such as Arts for LA and LA County of Education. The Coordinator of VAPA collaborates directly with local arts organizations to develop opportunities for GUSD students by coordinating art shows and volunteer and performance opportunities for students.</p> <p>Funding opportunities are proactively sought after by writing grants and proposals and forming ad hoc committees for funding development as needed. Funds help cover the cost of field trips and supplies.</p>		
7	Tiered Intervention Support	<p>Through inter-departmental collaboration, tiered intervention supports will be designed and implemented to address the specific needs of students who are continuing to show a gap in academic achievement, specifically focusing on the needs of English Learners, low-income, and foster youth. Intervention programs will be implemented to support students in overcoming barriers and achieving academic success. GUSD will continue the implementation of the SST Online program to monitor the implementation and impact of intervention programs to determine the most effective strategy to support underperforming students. The program allows for collaboration across grade levels and schools. It documents and targets interventions to ensure student success before referral for special education.</p> <p>Students will have access to evidence-based intervention programs, including the Soday reading and SWUN math intervention programs. Ongoing review of student performance data will support selection of all appropriate programs and services.</p> <p>In 2023-24 nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 54 foster youth. These student groups have struggled to meet the State standards and demonstrate proficiency in ELA and Math and consistently score below the district average on most academic performance measures indicating that these students need targeted support to meet their needs. English learners, low-income and foster youth face additional challenges, such as language barriers and limited resources and instructional support at home due to the adversities and barriers their families face, including time, resources, and access to opportunities which impact students' academic progress and engagement with school.</p> <p>Oftentimes, language barriers and minimal educational opportunities serve as obstacles to their achievement and advancement. They thrive in a safe and engaging learning setting where they are exposed to academically and linguistically rich environments and have access to instructional resources and comprehensible learning experiences. They need greater access to trained staff and opportunities for targeted learning experiences and support. To address the barriers that cause the academic gaps exhibited by English learners, low-income, and foster youth, in addition to the core instructional program, GUSD implements strategies and programs that increase the individualized support and engage the students in the classroom learning experiences through small group and individualized behavioral support strategies.</p> <p>Instructional assistants work closely with the students within their general education classrooms to increase and improve services related to the academic and behavioral needs of English learners, low-income, and foster youth. These services improve access, attendance, engagement, and student achievement. Instructional assistants provide academic and primary language support to help increase access to the curriculum and provide targeted and supplemental instructional</p>	\$8,680,134.00	Yes

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

Professional development will be provided to certificated and classified staff on the effective implementation of evidence based tiered intervention strategies.

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

8	Instruction-related Services for Special Education	<p>Students with disabilities will be provided the appropriate instruction and support that is aligned with their IEP goals to assist in their continuous progress in the least restrictive environment. GUSD is committed to increasing inclusive practices for students with disabilities. Embedded instruction supports learning in an inclusive setting ensuring the least restrictive environment (effect size .80, Gulboy, Ucesoy-Ozkan, and Rakap 2022). Evidence has shown that “children who learn new skills through embedded instruction can maintain these skills overtime.” Trained staff and assistants are provided to implement programs that serve the specifically identified academic and behavioral needs of students with special needs.</p> <p>The Special Education Services Department will continue to provide ongoing professional development on evidence-based practices, intervention programs, and instructional/behavioral modification strategies to support student success in achieving IEP goals.</p> <p>Based on the 2023 Dashboard data, Students with Disabilities (SWD) at several GUSD schools demonstrated significant gaps in English Language Arts and mathematics, scoring at the lowest performance level—“red”. District leaders will work closely with each school to conduct a needs assessment and a root cause analysis to determine the root causes of the gaps in order to identify the evidence based strategies to address the gaps.</p> <p>SWD at the following schools are underperforming in English Language Arts: Students with Disabilities student group at Lincoln, Glenoaks, Marshall Elementary Schools, and Toll, Roosevelt, Wilson Middle Schools.</p> <p>SWD at the following schools are underperforming in mathematics: Students with Disabilities student group at Lincoln and Marshall Elementary Schools, and Toll, Roosevelt, Rosemont Middle Schools.</p> <p>The following practices will be implemented at the noted schools:</p>	\$48,424,026.00	No
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		<ul style="list-style-type: none"> - High quality professional development for special education teachers on the implementation of effective, evidence-based practices to increase ELA and math performance - Timely academic and behavioral interventions and support - Review of the current instructional resources and their implementation to address implementation gaps - Examine the current implementation of supplemental resources and targeted interventions - Review of IEPs and students progress on the IEP goals, focusing on student outcomes - Identifying and effectively addressing SWD who are English Learners to increase academic language development - Professional development on the implementation and administration of CAASPP and CAA testing, the use of the accessibility tools and designated supports, and how best to prepare and support students through testing - Provide support and resources for families to ensure consistent attendance and ways to support increased literacy in ELA and math at home - Expand collaboration with general education teachers and content-strong staff to provide interventions and expand effective inclusion support - Train education assistants to maximize their skills in supporting students in the classroom - Monitor progress through ongoing data analysis to inform instruction and interventions <p>As a result of implementation of these strategies, Students with Disabilities districtwide and at the specified schools will demonstrate 2% progress annually in ELA and math on the California School Dashboard.</p>		
9	English Learner Services (repeated expenditure, Goal 1, Action 1)	<p>GUSD is committed to the success of English learners through rigorous instruction and monitoring progress. All English learners are provided Designated English Language Development (dELD) instruction in a protected block of time. Integrated English Language Development (iELD) instruction is embedded in all content. Professional development on effective dELD and iELD and in understanding the unique needs of English learners will be provided to build capacity for all teachers and staff.</p> <p>All GUSD English learners are assessed annually using the English Language Proficiency Assessment of California (ELPAC) to monitor their progress in language acquisition and to determine their readiness for reclassification. Instructional support and interventions will be provided to ensure that English learners are continuing to make progress linguistically and academically.</p> <p>Reclassified ELs will continue to be monitored for four years following reclassification.</p> <p>The Equity, Access, and Family Engagement Department will continue to support schools with the implementation and monitoring of EL programs, assessments, and services.</p> <p>The Teaching and Learning (T&L) department, along with teacher specialists from the Equity, Access, and Family Engagement (EAFE) department will continue to provide professional development opportunities and coaching support for TK-12 teachers on the integration of strategies that accelerate language development across content areas for English learners. Teacher specialists will develop and monitor the instructional programs to ensure mastery of ELD standards and language production.</p>	\$0.00	No
10	Emerging English Learner (Newcomer) Support	<p>Over 20% of GUSD's students are English Learners (EL) and in recent years, the district has experienced a significant increase in the number of Emerging English Learners. In 2023-24, 1828 students were administered the Initial ELPAC. Of the 1585 who were identified as ELs, 1326 or</p>	\$725,475.00	Yes

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

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

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

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

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

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

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

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

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

		<p>Professional development focusing on increasing attendance and supporting the socioemotional needs of LTELs will be provided to teacher specialists and school teams. School counselors will also receive training and guidance on supporting LTELs towards successful course completion. Expanded learning opportunities such as tutoring, mentoring, enrichment opportunities, resources and summer school will also be implemented to advance LTELs towards reclassification.</p> <p>Based on these actions, the reclassification rate for LTELs will increase by 3% reducing the overall number of LTELs.</p>		
12	Dual Language Instruction	<p>Research has shown that English Learners benefit from maintaining proficiency in their native language and this in turn supports them in developing proficiency in English. According to Thomas and Collier (2017) English learners are equally successful in achieving grade level standards as their English-speaking peers when they are given the opportunity to continue their studies in their primary language while acquiring English. GUSD will continue to support ELs through this asset-based approach to instruction with its model dual language immersion programs offered in 7 languages.</p> <p>The DLI program director and teacher specialists will monitor the progress of English Learners enrolled in DLI programs. Data on student achievement towards linguistic and academic goals will be reviewed and shared with school leadership teams. Professional development will be provided to DLI teachers to equip them with the evidence-based instructional strategies for language acquisition and content mastery, including but not limited to Culturally Embedded Biliteracy Pedagogy, Oral Language Production in the Classroom, and GLAD Strategies. Follow-up collaboration time and coaching will ensure effective implementation. Authentic resources in the target language will continue to be developed to engage learners with linguistic and cultural experiences that develop bilingualism and biculturalism. The DLI team will also continue to support families of ELs with learning opportunities and resources to develop clarity and understanding of program goals and instructional approaches.</p> <p>Based on these actions, we expect that English Learners enrolled in one of the district's dual language immersion programs will have the linguistic support they need to access the full curriculum with language learning and with content instruction. The support, in turn, will result in a 5% increase in reclassification rates and a 3% increase in CAASPP scores (ELA) on an annual basis.</p>	\$357,419.00	Yes
13	Gifted Education	<p>GUSD will implement a comprehensive Gifted and Talented Education (GATE) plan that includes the process for identification using a tool for universal screening, effective instructional strategies and resources for differentiation, and professional development to support the teachers.</p> <p>Identified staff at each school will be designated and trained to support the implementation and monitoring of services for GATE students. Elementary schools will have access to resources to design extracurricular opportunities for GATE learners to collaborate on learning tasks.</p> <p>Parent engagement opportunities will be offered throughout the school year.</p>	\$150,000.00	No
14	Extracurricular Opportunities - Elementary	<p>GUSD is committed to a whole child approach to education and therefore will continue to support all elementary schools with resources to offer extracurricular learning opportunities such as music and chorus (Hattie effect size drama/arts 0.42, creativity 0.64), sports, and technology (Hattie effect size 0.51) to increase student connectedness to school, especially for low income youth. Opportunity to participate in instrumental music programs is available at every school allowing students access within their school. Academic coaches at schools provide before and after school</p>	\$1,532,007.00	Yes

extracurricular learning experiences. Students have access to trained staff who design and facilitate the programs. Collaboration with community partners increases the opportunities for engagement with learning.

Research shows that students benefit greatly from involvement in school activities and connections to adults and other students (40 Developmental Assets). This is especially of great significance for low-income students due to the adversities their families face, including time, cost, and access, in providing such opportunities to their children.

Research has demonstrated that music programs enhance students' language capabilities and their overall academic performance. Dr. Nina Kraus, a professor and neuroscientist at Northwestern demonstrated through her research that music instruction has an impact on communication skills, attention and memory, and consequently it may even close the gap between rich and poor students. Similarly, sports programs create an avenue for students to develop healthy habits while learning to collaborate and cooperate using language and cognitive skills.

These activities are held before and after the regular school day (Hattie effect size 0.40), and allow students the opportunity to participate in extracurricular activities at their own school building a stronger connection with the school and the staff. Student survey data from recent years indicates that students feel a strong sense of belonging at their school.

Based on these actions, we expect low income students to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually.

15

School-based Intervention Support

GUSD supports schools in planning and delivering evidence-based academic and behavioral instruction, intervention, and acceleration to close the achievement gap for English learners, low-income, and foster youth.

All elementary, middle, and high schools provide targeted interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Central office staff will support each school in identifying gaps and possible resource inequities. The school leadership teams will review and identify evidence-based strategies and approaches in a tiered system of support that meet the school's unique combination of needs. Professional development opportunities to support learning across schools and build capacity for teachers and staff in meeting students' needs.

Furthermore, teachers will be provided with time throughout the school year to collaborate on analyzing assessment results, examining the data, and planning the targeted intervention services for English learners, low income and foster youth. Additional services include after-school tutoring programs, mentorship support, programs to develop students' leadership skills, and community and family engagement.

Based on the 2023 Dashboard data, several GUSD schools and specific student groups demonstrated significant gaps, scoring at the lowest performance level—"red".

The following student groups at the noted schools are underperforming in English Language Arts:
- Homeless student group at Toll Middle School and Glendale High School
- English Learner student group at Glendale and Hoover High Schools

\$3,122,300.00

Yes

The following student groups at the noted schools are underperforming in mathematics:

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

The following student group is underperforming on the English Learner Progress Indicator (ELPI):

- English Learner student groups at Toll and Daily

GUSD will collaborate closely with the leadership teams at Glendale and Hoover High Schools to closely examine the English Learner performance in English Language Arts and mathematics and identify specific actions and strategies specified in the school plan to address performance gaps.

Schools will be supported with implementation of the following evidence-based practices:

- Professional development for English and Math teachers on integrated ELD instruction and strategies
- Examine instructional materials and ensure resources to ensure teachers and students have access to evidence-based instruction
- Consistently implement formative and interim assessments and leverage the data to monitor progress
- Increased schoolwide emphasis on academic language development and building literacy skills for English Learners
- Help English Learners understand the importance of testing, providing intervention and support with test-taking strategies and exposure to testing environments
- Implement technology tools and programs to enhance EL's skills and maximize their exposure to test-related skills and concepts.
- Implement appropriate and available accommodations to support EL's progress and performance on assessments
- Collaborate with families of ELs to address any other barriers to learning that the family may be facing

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

The EAFE department will work closely with the teams at Toll Middle School and Daily Continuation High School on addressing the ELPI gap. The school team, including the teacher specialists, administrators, and ELD and content teachers will examine the ELPAC results and identify students who are not making progress. Schools will implement the following:

- Provide professional development to ELD teachers on understanding ELPAC testing, question types in each domain, and availability of accessibility resources for ELs
- Examine the instructional materials and resources to ensure they are aligned with ELPAC domains and skills, supplement as needed
- Support schools with selection and implementation of accessibility resources
- Support teachers with integration of ELPAC skills and question types in dELD and iELD instruction
- Support teachers with effective and consistent implementation of the new interim ELPAC assessments

		<ul style="list-style-type: none"> - Work closely with English Learners and their families to clarify the importance of ELPAC testing - Provide additional instructional support to ELs on test-taking skills specific to the ELPAC - Provide extended learning opportunities in the form of before and after school tutoring - Implement formative assessments to monitor language acquisition progress throughout the year and adjust instruction as needed <p>As a result of implementation of these strategies, English Learner and Homeless student groups districtwide and at the specified schools will demonstrate 2% progress annually in ELA and math and English Learners will accelerate progress by 2% annually on the English Learner Progress Indicator on the California School Dashboard.</p> <p>Overall, we expect students who are English Learners, low income, and foster youth will improve their performance as a result of the intervention programs thereby improving their grades, A-G completion rates, and scores on state assessments to close the gap in CAASPP and CAST scores by at least 2% per year and increase the ELPI by 2% annually.</p>		
16	Elementary Library & Media Education Services and Technology Support	<p>According to the Young Readers Foundation, “Reading helps educate, enlighten, and calm young learners. In fact, children who read more are shown to have overall better cognitive skills. Frequent reading helps to build students' vocabulary and comprehension skills, while improving their test scores, writing skills, and communication skills. Consistent reading - especially outside of the classroom - is great for overall student development and literacy.” Fully staffed and well-maintained elementary school libraries supply students and families with the resources, access, and a welcoming literacy-rich environment. Furthermore, while today’s students are growing up in a digital world, they benefit from formal instruction to safely access, discern, and use online resources. This is especially important for English Learners, low income, and foster youth who often lack access to literacy and technology-rich resources because they face many socioeconomic and academic barriers.</p> <p>GUSD provides trained library and media aides at each elementary school to ensure that all English learners, low income and foster youth at the elementary level have full access to rigorous and literacy and technology-rich learning experiences and opportunities that may not be readily accessible to them outside of the school system.</p> <p>Library aides and multimedia technology specialists provide students with ample access and direct support at the school library and media center on each campus where they can obtain information and resources that best support learning immediately. Libraries and media centers provide increased access to opportunities for students to develop 21st-century learning skills, receive adult guidance in finding appropriate resources, and effectively utilize technology as a learning tool. With a strong focus on ensuring access to resources for English learners, low-income, and foster youth, and emphasizing the integration of technology in learning, the library aides and multimedia technology specialists are strong partners with teachers in supporting student academic achievement. (Technology in other subjects Hattie effect size 0.55, Information and computer technology Hattie effect size 0.51)</p> <p>Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of curricular and supplemental material and technology to enhance instruction. The Educational Technology & Information Services (ETIS) Department will continue to work together with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support use of technology skills. The technology teacher specialists will continue supporting teachers and staff in various departments</p>	\$73,087.00	Yes

		<p>in serving the parents and families of English Learners, low income, and foster youth to secure access and use of technology and the internet. This includes presentations at parent engagement events and one-on-one support as needed.</p> <p>Based on these actions, we expect English learners, low income, and foster youth to accelerate their learning and close their achievement gaps at a rate higher than their grade level peers who are not English learners, low income, or foster youth. The overall proficiency and growth from the percentage of students who are in the unduplicated student group will be compared to the students who are not in the unduplicated student groups. Progress will be measured using the CAASPP ELA and Math performance and language proficiency on the Summative ELPAC.</p>		
17	Instruction-related Services - Daily High School	<p>Allan F. Daily Continuation High School is a WASC-accredited school recognized as a Model Continuation School in 2022. The school provides a dynamic and personal educational alternative to students.</p> <p>During the 2023-24 school year, Daily High School's student population is made up of 58.3% socio-economically disadvantaged students (SED) and 33.3% English Learners (EL). All programs and services are always designed with the specific and unique needs of these students in mind, which include higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs with higher ratio of adult to student interactions, such as what Daily High School provides, are critical to meet the needs of English learners and low-income students on their path to high school graduation.</p> <p>Studies from the National Dropout Prevention Center from the past three decades concluded that some “alternative schools produce surprisingly high levels of academic gains, behavioral improvement, and graduation outcomes for even the most at-risk students” (Effective Strategies for Alternative School Improvement 2020)</p> <p>Daily will continue to implement a comprehensive approach to addressing the significant learning and socioemotional gaps that are common among students entering continuation schools. Tiered interventions support will be provided to re-engage students emotionally, behaviorally, and cognitively to increase attendance and sense of belonging.</p> <p>The school will plan and deliver individualized support to English learners and low-income students that include timely intensive interventions in reading and math (Hattie effect size 0.77) and support to accelerate their progress toward closing the achievement and credit gaps. Reducing the student-to-adult ratio through additional highly trained teachers and instructional support staff will increase small group (Hattie effect size 0.47) and one-to-one instruction, intervention and support. Students will receive ongoing and timely feedback to increase student agency (Hattie effect size 0.64).</p> <p>Targeted efforts for supporting the socioemotional and mental health needs will continue to increase student engagement and attendance. The licensed therapist and counseling service provider will continue to work closely with the students to address their individual needs to increase their self-efficacy (Hattie effect size 0.92) and motivation (Hattie 0.69). English learners and low-income students will have access to additional alternative programs and opportunities for credit recovery, including extended learning during summer. Furthermore, the programs offered at Daily will include internship and apprenticeship opportunities through community partnerships to equip students with career-readiness skills.</p>	\$2,564,327.00	Yes

Based on the 2023 Dashboard data, the student groups at Daily High School listed below scored at the lowest performance level—"red"—on the following two indicators:

- College/Career Indicator (CCI): All Students, Hispanic, White, Socioeconomically Disadvantaged and Students with Disabilities
- Graduation Rate Indicator: All Students, Hispanic, White, English Learners, Socioeconomically Disadvantaged

District leaders will work closely with each school to conduct a needs assessment and a root cause analysis focusing on each identified student group to determine the root causes of these gaps and to develop targeted goals and actions to address these intentionally and establish measures to prevent future gaps:

- Actively monitor the CSI plan for Daily High School
- Collaborate with the College and Career Division to identify appropriate placement in internships and apprenticeships that meet student interest
- Develop partnerships between the Daily academic counselor and the District Counselor to review transcripts and ensure students are on track for graduation
- Use alternative curriculum sources that provide deeper engagement and digital practice
- Maximize instructional time and provide supports during the school day to ensure students have access to curriculum that meets their needs
- Monitor academic achievement and credit completion
- Provide education and support to families to help them see the benefits on high school diploma and credit completion

As a result of implementing these strategies, the specific student groups at Daily High School will demonstrate 2% progress annually on both the Graduation Rate and College/Career Indicators on the California School Dashboard.

Daily leadership participates in the California Advisory Task force on Alternative Schools through Stanford University, and in addition to the graduation rate, will also collect and examine actionable data to gauge the proposed "positive transition rate" which presents a more complete picture of those youth who exit alternative school each year. A student will be considered part of the positive transition rate if they did one of the following:

- Graduated high school
- Passed the HiSET or GED
- Continued their high school enrollment into the 5th year
- Enrolled into adult education
- Enrolled in a community college or trade school
- Enlisted in the military (currently the armed forces do not enlist people without HS diploma or GED)

Currently only those students earning a HS diploma by the end of their 4th year are considered graduates.

Overall, as a result of these actions, we expect a 2% annual increase in the graduation rate for English learners and low income students who are enrolled at Daily High. The baseline data for the Positive Transition Rate will be established in 2024-25.

18	Expanded Opportunities - Transportation for Clark Magnet High School	Approximately half of Anderson W. Clark Magnet High School students qualify for the federal free and reduced meal program, the metric identifying low income students. Clark's enrollment includes students from across the district, including neighborhoods with a higher percentage of	\$2,200,640.00	Yes
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		<p>low income students who require access to transportation to attend the school. Clark Magnet is an award winning school that has been repeatedly ranked among America's Best High Schools by U.S. News & World Report and once again, in 2024, received the California Distinguished Schools award from the California Department of Education. The model programs and opportunities offered at Clark are exceptional in closing the opportunity gap by offering students multiple pathways to college and career.</p> <p>Clark has a 100% graduation rate, and a nearly 100% rate of enrollment in post-secondary education. Economically disadvantaged students are closely monitored in order to provide appropriate interventions including after school tutoring sessions. The 2024 CAASPP, a-g completion, and graduation rates are not available as of the writing of this plan. The overall drop in enrollment at GUSD has impacted all schools, including Clark where the number of low income students dropped to 49.2% in 2023 compared to 52.98% in 2022. According to the 2023 CAASPP results, the percentage of low income students who scored "met" or "exceeded" was 68.53% in math and 87.80% in ELA. The a-g completion rate was at 95.9% and the four-year adjusted cohort graduation rate was at 98.8%.</p> <p>GUSD will continue to provide cost-free transportation to low-income students from across the district to ensure equitable access to the award-winning and nationally recognized programs at Clark. 25 student pick-up locations are designated near students' school of residence, eliminating all barriers for students to attend Clark High School.</p> <p>Based on this action, low income students will continue to maintain a high percentage of enrollment at Clark Magnet High School. The academic achievement of low income students will increase by 5% annually, as measured by the CAASPP assessment. Additionally, low income students will demonstrate an increased rate of A-G completion and graduation rate.</p>		
19	Intervention Support - Elementary Schools	<p>GUSD will continue to provide intensive intervention support for students in TK-6 who are demonstrating academic gaps based on the grade level expectations, as measured by local and state assessments.</p> <p>After a careful evaluation of the data, schools design a targeted intervention plan that incorporates evidence-based strategies to close the academic gaps. They also identify and report on the metrics to monitor student progress.</p> <p>The implementation of the interventions is supported and monitored by the school leadership and the central office.</p> <p>Ongoing data is shared to monitor progress, and professional development opportunities are facilitated to continue building capacity for teachers and the instructional support staff.</p>	\$144,597.00	No

Goal

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

State priorities address by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

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

To achieve these aims, GUSD will need to...

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Attendance Rate (Source: P-2 ADA percentage based on CALPADS enrollment)	95.20% (Attendance period 08/16/2023 to 03/15/2024).			98% (2026-2027)	
2	Chronic Absenteeism Rate (K-8 students missing 10%+ Days of School) (Source: https://www.caschooldashboard.org/reports/1964568000000/2023/academic-engagement#chronic-absenteeism)	ALL - 18.7% EL - 24.4% FY - 28.8% HOM - 26.1% SED - 23.4% SWD - 26.5% AA - 20.4% AI/AN - 27.3% AS - 7.0% FIL - 13.5% HI - 23.9% NH/PI - 15.0% WH - 19.8% MR - 12.6% (2022-2023)			ALL - 15% EL - 21% FY - 25% HOM - 23% SED - 20% SWD - 23% AA - 17% AI/AN - 24% AS - 4% FIL - 9% HI - 21% NH/PI - 12% WH - 17% MR - 9% (2026-2027)	
3	Middle School Dropout Rate (Source: CALPADS Report 1.24)	1.41% (26/1850) (2022-2023)			1% (2026-2027)	
4	High School Dropout Rate (Source: CALPADS Report 1.24 with Grades 12 and 13 in the denominator)	1.64% (2022-2023)			1% (2026-2027)	

5	<p>Suspension Rate (Percentage of students suspended at least one day) (Source: https://www.caschooldashboard.org/reports/1964568000000/2023/conditions-and-climate#suspension-rate)</p>	<p>ALL - 2.6% EL - 4.3% FY - 8.1% HOM - 5.6% SED - 3.6% SWD - 4.8% AA - 3.0% AI/AN - 0.0% AS - 1.0% FIL - 1.4% HI - 4.1% NH/PI - 3.7% WH - 2.6% MR - 1.6%</p> <p>(2022-2023)</p>			<p>ALL - 1% EL - 2% FY - 5% HOM - 2% SED - 2% SWD - 2% AA - 1% AI/AN - 0% AS - 0% FIL - 0% HI - 1% NH/PI - 1% WH - 1% MR - 1%</p> <p>(2026-2027)</p>	
6	<p>Expulsion Rate (Source: https://dq.cde.ca.gov/dataquest/dqcensus/DisExpRate.aspx?aggllevel=district&year=2022-23&cds=1964568)</p>	<p>0%</p> <p>(2022-2023)</p>			<p>0%</p> <p>(2026-2027)</p>	
7	<p>Number of Documented Behavior Incidents (Source: Q SIS "PBIS Behavior Analysis All Data" Report)</p>	<p>Major Incidents: 4680 Minor Incidents: 8871</p> <p>(Spring 2024)</p>			<p>Major Incidents: 4446 Minor Incidents: 8427 - Reduce by a total of 5%</p> <p>(2026-2027)</p>	

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

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

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Attendance Support	<p>Chronic student absenteeism continues to be a top challenge for schools post-covid. Research shows that “chronic student absenteeism can be severely detrimental to student outcomes. In fact, it can negatively influence reading proficiency by third grade, and by sixth grade, it’s a leading indicator that a student will drop out of high school. It also disproportionately affects children living in poverty and can have negative impacts on student health.” (Whaley 2024)</p> <p>While GUSD has increased its overall average daily attendance (ADA) to the pre-pandemic rate, the district continues to maintain a focus on addressing chronic absenteeism through a collaborative approach among various departments, schools, students and their families, and community partners. With the shared understanding that excessive absences can be harmful to a student’s ability to develop good academic, social, and work skills, GUSD partners with parents and guardians to ensure that every child is in school every day.</p> <p>GUSD will expand its positive attendance campaign using strategies like those provided in the evidence-based tiered attendance support system (FutureEd and Attendance Works 2023 https://www.future-ed.org/wp-content/uploads/2023/05/Attendance-Playbook.5.23.pdf).</p> <p>Encouraging and supporting positive learning conditions on every school campus is a top priority embedded in their active student engagement programs and services, including community building events and activities, student leadership opportunities, extracurricular learning experiences, wellness centers and mental health supports. Research has shown that family engagement is key to increasing student attendance. GUSD’s five community schools exemplify the foundational practices that support student and family engagement and reduced absenteeism. The district will continue to evaluate the program and plans on expanding the services to other schools. Schools will continue to facilitate family engagement events and workshops throughout the year communicating the importance of attendance on achievement and supporting families with tools and resources for establishing routines and a school-going culture at home. Ongoing communication includes phone calls, two-way messaging, and email notifications to ensure families are informed in a timely fashion and in a language that is comprehensible. Bilingual staff will continue to be available at all schools and the district office for personalized communication with families. Training and support will be provided to school teams including teacher specialists, counselors, and other staff on increasing cultural competence, building staff-teacher relationships, and implementing strategies for a welcoming school environment.</p> <p>GUSD will implement targeted interventions to support students who are at greater risk of chronic absenteeism. New features in the Q student information system will provide for more robust reporting and analytics to track attendance data through the At-Risk Dashboard. District staff will guide and support schools in conducting a root cause analysis, looking for patterns and determining the supports needed at an early stage. Targeted home visits may be conducted, as needed, to re-engage the student. The school team of counselors, teachers, and mentors will</p>	\$987,230.00	Yes

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

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

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

Based on the 2023 Dashboard data, many GUSD schools and specific student groups demonstrated a high percentage of chronic absenteeism, resulting in a "red" status on the Dashboard:

All student group at Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, Edison.

Asian student group at Keppel.

English Learner student group at GUSD, Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, Keppel, Mountain Avenue, R.D. White, Edison, Verdugo Woodlands.

Hispanic student group at GUSD, Lincoln, Balboa, Franklin, Dunsmore, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, R.D. White, Rosemont, Edison, Valley View

Homeless student group at Balboa, Cerritos, R.D. White.

Multiple Race student group at GUSD and Lincoln.

Socioeconomically Disadvantaged student group at GUSD, Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel, Mountain Avenue, R.D. White, Edison, Verdugo Woodlands.

Students with Disabilities student group at GUSD, Lincoln, Balboa, Cerritos, Columbus, Glenoaks, Fremont, Marshall, Muir, La Crescenta, Keppel.

		<p>White student group at Lincoln, Balboa, Franklin, Columbus, Glenoaks, Fremont, Marshall, Muir, Keppel, Mountain Avenue, R.D. White, Edison, Valley View, Verdugo Woodlands.</p> <p>District leaders will work closely with each school to ensure implementation of appropriate interventions and monitoring of the specific student groups to encourage consistent attendance. This action supports GUSD's efforts in creating a comprehensive system to reduce chronic absenteeism by engaging students and families, creating a learning environment where every student and family feels connected and supported, and providing resources and opportunities equitably. As a result of these actions, we expect to see an increase in average daily attendance (ADA) and a decrease in chronic absenteeism among all student groups.</p>		
2	Social Emotional Wellness	<p>GUSD believes that student social emotional (SEL) wellness is vital to their success, and research has shown that "low-income children are at increased risk for socio-emotional problems, which may contribute to socioeconomic disparities in wellbeing and academic achievement" (Mondi and Reynolds 2021). Poverty creates significant challenges in the lives of children, and may impact everything from physical health to emotional wellness and to academic and future opportunities.</p> <p>Socioemotional skills have been found to be the most foundational skills for school readiness, student motivation and positive attitudes towards school (Denham & Brown, 2010; Domitrovich, Durlak, Staley, & Weissberg, 2017; Rimm-Kaufman, Pianta, & Cox, 2000). Decades of research in this area are culminated into the SEL framework by the Collaborative for Academic, Social, and Emotional Learning (CASEL) which informs policy, curriculum and instruction. "A growing body of evidence suggests that growing up in poverty contributes to cumulative risk exposure—resulting in chronic stress which impacts neurocognitive development in ways that tend to hinder academic performance" (Harms and Garrett-Ruffin 2023).</p> <p>GUSD will continue to deliver a comprehensive approach to social emotional wellness and mental health that includes evidence-based programs and instruction strategies, quality resources and tools, timely interventions, professional development for all staff, counseling and psychological support, wellness centers, and parent/family support.</p> <p>The Student Wellness Services (SWS) Department will continue providing mental health supports to address the social, emotional, and behavioral needs of low income and foster students. The department will continue collaborating with outside agencies to strive to offer comprehensive services that empower students to thrive academically, emotionally, and socially. The SWS staff will work closely with each school's administrative team to ensure that all students and families receive the support they need to be able to access education. Individual and group counseling, parent support groups, social emotional support through psychological service providers will be offered based on identified needs. The department will continue offering clinical supervision to associate level mental health practitioners along with interns to be able to make a bigger impact district-wide. Psychological services providers will continue offering individual and group counseling services, SEL lessons in the classrooms and will participate in meetings as needed to advocate for the mental health needs of students.</p> <p>The SWS staff will continue to conduct strengths based, culturally competent individualized intakes and assessments to identify the critical needs and provide appropriate supports. They will continue to provide individual counseling that focuses on mutually agreed upon treatment objectives. They will also provide rehabilitative services to students which might include assistance in restoring or maintaining a student's functional skills, daily living skills, social skills, and linking up to needed community services and support resources. Group counseling will focus</p>	\$1,480,845.00	Yes

		<p>on topics such as social skills, motivational skills, anger management skills, etc. Staff will collaborate closely with students' parents and the educational team, and conduct parent workshops to ensure the families are empowered with skills and supported alongside their child.</p> <p>The students who are experiencing homelessness or in foster care will receive individualized case management and mental health services through two specialized counselors.</p> <p>Based on these actions, there will be continued improvement in students' social and emotional well being, improved peer relations, improved school attendance, and greater academic functioning as measured by student surveys and academic performance measures.</p>		
3	Parent/Family Engagement	<p>GUSD sees parents and guardians as key partners in their children's education, and family engagement is the collaboration with the families that supports student achievement and overall experience at school. GUSD is committed to empowering all families and especially English learner, low income and foster youth families who often face significant personal, financial, and linguistic barriers.</p> <p>Research has shown that "children achieve more academically when their families are positively engaged in the schools they attend" and "engaging low-income and underserved families may reduce barriers to children's learning, especially when schools initiate communication and design strategies to work side-by-side with them to support student learning" (Ambroso, Dunn, and Fox 2021). Meta-analysis on family engagement show a significant impact on student academic progress (Hattie effect size .42). Furthermore, a strong partnership with the families increases student engagement, leading to improved attendance and sense of connectedness. Students who are connected with their school community take advantage of the many opportunities offered at every level of their K-12 career.</p> <p>GUSD will continue to expand its district- and school-based robust family engagement programs to support student achievement through partnership with families of English learners, low income, and foster youth.</p> <p>GUSD's one-of-a-kind Welcome Center continues to be a hub for newly enrolled multilingual families. Overseen by the EAFE department, the Welcome Center is often the first point of contact for the families upon enrollment. While student initial assessments including the ELPAC and primary language assessments are conducted, parents are provided an orientation to the US education system and the GUSD services such as logging on to the Parent Portal, accessing the Parent Square communication system in their primary language, navigating the GUSD website for digital resources, and more. Parents also learn about the ELPAC test and the curriculum and instruction that will support their child. During the Parent Orientation, the staff also ensures that if the family shares any personal, health, housing, or financial needs, they are referred to the appropriate department staff and community resources for help. The GUSD Welcome Center staff speak Armenian, Arabic, Korean, Russian, and Spanish, which are some of the languages with the highest representation in the District. These staff members play an important role for parents who need language support, as they can communicate in their preferred language to assist them. The staff members at the Welcome Center follow a protocol that includes introductions, confirmation of information such as verification of school sites, student names, grades, and contact numbers. Some examples of services available to engage our newcomers include applying for Free and Reduced Priced Meals, resources for before-during- after school tutoring services, English language class offerings, information about parent meetings and training, childcare, before and after school programs, bus passes, and translation services. Parents are</p>	\$2,829,508.00	Yes

given the name of the contact person at their school site, instructed on how to ask for translation services for meetings, more information on academic and social emotional support for their students, and invited to engage with the Equity, Access, and Family Engagement Department Teacher Specialists for all questions regarding EL growth and monitoring. With the significant increase in newcomer enrollment, GUSD will expand the implementation of an onboarding process, assessing the need for a comprehensive system that will allow families to effectively access all resources. Onboarding processes will also be deepened at the school level to connect with students and build relationships to increase engagement. The implementation of the SWS Department's "Bridge to Belonging" curriculum will be expanded and facilitated by teacher specialists at each site to engage newcomers and their families.

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

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

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

GUSD will continue to participate in the State's Community Schools Initiative and expand the types of services on other campuses. Five schools were identified to participate in this state initiative based on their high percentage of students living in poverty, highest percentage of English learners, and the highest number of homeless and domestic violence housing units within their attendance boundaries. School teams and the Community Schools Coordinators participate in ongoing training to ensure that the schools are using evidence-based strategies to deliver assets-driven and strength-based practices to support students and their families.

The SWS department will continue to foster trust, provide support, and facilitate communication to empower parents. The department employs culturally responsive practices that recognize and respect the diverse backgrounds and experiences of GUSD families by hiring bilingual and bicultural staff members and creating an inclusive and welcoming environment where all parents feel valued and empowered to participate in their children's education.

The T&L department will expand its family engagement campaign by developing and providing training, materials, resources, and information for parents and community partners on the adopted curricula from TK-12 to explain and demonstrate alignment with the State content frameworks and standards at every grade and every subject. These resources will continue to be presented in live sessions and shared digitally.

		<p>The EAFE in-house translators/interpreters will continue to provide oral and written interpretations in Arabic, Eastern and Western Armenian, Farsi, Korean, Spanish, and Russian for parent conferences at schools, school and district family and community engagement events, board meetings, and other events as requested by schools. Written translations will continue to be provided for all school and district digital and print communications and formal student academic documents, and iPads with the translation feature will continue to be provided to families.</p> <p>Departments will collaborate on designing and facilitating training for teachers, administrators, and staff on evidence-based strategies for building partnerships with families.</p> <p>Based on these actions, we expect to see an increase in the number of English learner, low income, and foster youth families engaged in district and school level activities. Additionally, we expect that the data for these student groups will demonstrate a decrease in chronic absenteeism and suspension rates, and an increase on CAASPP and the ELPAC for English learners closing the achievement gap by at least 3% compared to the aggregated scores of all students on CAASPP.</p>		
4	Behavior Education Support	<p>Schoolwide behavior education approaches have shown to support positive student behaviors and a productive learning environment for all. (Algozzine, Wang, & Violette, 2011) These evidence based practices promote effective social behaviors that help students in the five foundational areas of the CASEL Framework: self-awareness, social awareness, self-management, responsible decision-making, and relationship skills. (https://casel.org/fundamentals-of-sel/)</p> <p>All GUSD schools have completed the formal Positive Behavioral Interventions and Supports (PBIS) training and boast numerous California Department of Education PBIS Awards. Schools will continue to consistently implement policies and procedures that emphasize proactive, instructive, and restorative approaches to student behavior. Schools will apply PBIS-type practices throughout the school in both classroom and non-classroom settings (such as hallways and restrooms). The goal is to enhance the capacity of schools, families, and communities to create and maintain positive school environments so all students can achieve academically and socially.</p> <p>Restorative Practices offer evidence-based proactive and responsive approaches to addressing the root cause of undesirable behavior, repairing relationships, and strengthening connections. These practices include community-building circles and mediation support student engagement and sense of belonging, reducing the reliance on exclusionary discipline such as suspension.</p> <p>Addressing hate-motivated behavior, including hate speech and microaggressions in school is a priority as GUSD works to inspire students, staff and families to be change agents when they encounter prejudice-oriented conduct that insults and harms others. To better understand how this misconduct is affecting students, a data analysis of the documented behavior incidents in 2023-2024 was conducted. There were 114 hate speech incidents, which account for less than 1% of all behavior incidents. However, GUSD's goal is to reduce the number of incidents to zero by raising awareness about how hate-motivated behavior negatively impacts one's sense of belonging and connectedness to peers and to the school community. Continued training, including self-reflection, addressing implicit bias, using advisory classes and other curriculum-based approaches to educate and empower will be critical. Administrators will ensure cases are documented in the student information system and regular analysis of data will be conducted to track trends and progress in this area.</p>	\$816,070.00	No

Psychological service providers support the social emotional learning and development of all students. Counseling services are provided to individuals, groups or parents and families as necessary. The psychological service providers are instrumental in addressing issues such as anxiety, depression, and/or behavior which are inhibiting the child's ability to access their educational program. The services are essential to enhance student success.

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

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

Based on the 2023 Dashboard data, the following student groups at the noted schools recorded high percentage of suspensions:

All student group at Daily and Hoover High School.

English Learner student group at Daily and Hoover High School.

Hispanic student group at Toll and Roosevelt Middle Schools, Daily and Hoover High Schools.

Homeless student group across GUSD and at Roosevelt Middle School and Hoover High School.

Socioeconomically Disadvantaged student group at Daily and Hoover High Schools

Students With Disabilities student group at R.D. White Elementary and Hoover High School

White student group at Daily and Hoover High Schools.

The plan will include collaboration with each school's leadership team to conduct a needs assessment and identify the root causes of behavior for each student group. With support from the central office, schools will design a plan to transform school culture and reduce suspensions.

The activities will include:

- Examine schoolwide expectations and update to align to current needs
- Clearly communicate schoolwide expectations to students, staff, and families
- Professional development support for teachers, administrators, and staff on current trends and strategies to support students
- Ongoing coaching and support from behavior specialists
- Utilizing trained staff members to support implementation
- Deepen and expand student engagement in school
- Collect and monitor data to identify patterns of behavior and target interventions
- Evaluate and update recognition and reward system for positive behavior
- Allocate resources for training, materials, and staff to ensure effective implementation
- Engage community partners to provide additional resources and tools to students and families for comprehensive support
- Conduct ongoing monitoring and evaluation to ensure effectiveness

		<p>Targeted interventions will be implemented for students with increased behavior challenges, including but not limited to collaboration with the families for behavior management support at home, behavior intervention plans, alternative to suspension (ATS) opportunity, and counseling services.</p> <p>GUSD will also continue to collaborate with community partners to support students. SWS and the Glendale Police Department (GPD) facilitate a student leadership program for secondary students. Collaboration with other organizations such as Pacific Clinics and Didi Hirsch Mental Health Services links families to additional mental health resources and supports as needed.</p> <p>Based on these actions, we expect to reduce the total number of behavior incidents by 5% each year and reduce the suspension rate across all schools by 1% each year.</p>		
5	Social Emotional Support - Special Education	<p>The Special Education Services (SES) department will make certain that the social and emotional needs of students with disabilities are met according to their IEPs.</p> <p>School psychologists and psychological service providers will facilitate targeted, evidence-based support through one-on-one or group counseling sessions to ensure that students with disabilities fully access their educational/academic program. In an effort to remain in compliance with students' IEPs and be legally defensible, the number of psychological service providers will be increased to meet the increased demands.</p>	\$1,721,110.00	No
6	Communication and Engagement	<p>GUSD places a great importance on open two-way communication between and employs a number of tools and platforms to reach this purpose.</p> <p>The Q Student Information System allows staff, students, and families easy and quick access to timely student information online and on mobile devices.</p> <p>Parent Square is a powerful communication system that includes tools for mass notification, classroom communication, school messaging, and school and district websites all in one place. The tool also offers translation capabilities which gives multilingual families quick access to two way communication with the child's school and teachers.</p> <p>Engaging employees, students, parents/guardians, and education partners through surveys and feedback opportunities provides important information and data that informs planning, decision-making, and evaluation of programs and services. GUSD utilizes the ThoughtExchange system as well as other surveys to gather input and feedback. The Panorama Education survey instrument is utilized to capture student voice on school climate, teaching and learning, relationships, and belonging. The results guide improvements to existing programs.</p> <p>GUSD will continue to use these tools and will consider others as needed to improve communication and engagement districtwide.</p>	\$273,000.00	No
7	Guidance and Counseling	<p>Effective guidance counseling supports the academic, social, and emotional development of middle and high school students. School counselors provide a multi-tiered system of support that includes culturally-inclusive practices to address the academic, college/career, and personal/social development of all students. They assist students with course selection, personal and academic concerns, college applications, and much more. They facilitate the comprehensive school counseling program in collaboration with students, parents, teachers, school/district staff, and community. They create a safe, challenging, and supportive environment that encourages students to take risks in the learning process. Counselors meet with every student and develop their individual academic and college and career plan. They guide students in exploring college</p>	\$5,027,347.00	No

and career options, sharing the pathways available and the steps needed to achieve their goals. They also provide ongoing support and follow up as per the GUSD School Counseling Curriculum for grades 6-12 and involve strong collaboration with the families. As vital members of the educational team, school counselors strive to support all students in finding their purpose and effectively managing future challenges. They assist students with succeeding in school and progressing confidently into a diverse society and in their chosen endeavors.

School counselors uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess. School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others. These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students. And as vital members of the school leadership team, school counselors, create a school culture of success for all.

Students complete a four-year plan with a guidance counselor. The plan includes a list of A-G requirements for acceptance to a UC/CSU school. Also, students are provided additional counseling support in the area of college and career preparedness and planning for post-secondary education. Students are exposed to college experience through campus tours, guest speakers, dual enrollment classes, and programs that partner with local colleges.

Goal

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

State priorities address by this goal.

1

An explanation of why the LEA has developed this goal.

<p>To ensure success, it is necessary for GUSD students to have highly effective teachers, instructional materials that are aligned to the California Content Standards, and school facilities that are well-maintained.</p> <p>To achieve these aims, GUSD will need to...</p> <ul style="list-style-type: none"> - Strive to meet its goal of having 100% of teachers fully credentialed and appropriately assigned, including administrators and support staff. - Continue to provide high-quality instructional materials and remain Williams compliant. - Maintain the 1:1 student device ratio and support technology integration. - Continue to maintain clean and safe school facilities through the efforts of Facilities Planning and Maintenance support staff and contracted security services. - Continue providing health services through nurses and LVNs to ensure the safety and physical wellness of all students. <p>This LCAP section reflects Goal 3 of GUSD's Board Priorities, which aims to:</p> <ul style="list-style-type: none"> - Strengthen mental health support and programs. - Ensure best practices for safe and healthy learning environments. - Support physical, social, and emotional wellbeing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	Fully credentialed and appropriately assigned teachers (Source: https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcome.aspx?agglevel=District&cds=1964568&year=2022-23)	87.5% (1,113.0 FTE) (2022-2023)			100% (2026-2027)	
2	Access to standards-aligned instructional materials (Source: "Determination of Sufficient Textbooks and Instructional Materials" Resolution on 10/10/2023 Board Agenda)	100% (2023-2024)			100% (2026-2027)	
3	Percentage of schools in "good repair" as measured by the Facility Inspection Tool (FIT)	97.75% - 21/36 sites (June 2024)			100% (June 2027)	
4	Student to Device Ratio (Source: ETIS Inventory in Q SIS)	1:1 ratio (2023-2024)			1:1 ratio (2026-2027)	

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.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Qualified Staff	GUSD will provide teachers who are fully credentialed and appropriately assigned. GUSD will also provide qualified administrators and support staff.	\$146,725,778.00	No
2	Instructional Materials	GUSD will provide instructional materials to remain Williams compliant. In its efforts to close the digital divide, GUSD will continue to meet the 1:1 student to device (computers/Chromebooks) ratio that ensures access to instructional technology and digital components of online curriculum that are part of the adopted instructional materials.	\$10,943,483.00	No
3	Facilities and Maintenance Services	GUSD Facilities Planning and Maintenance department ensures a clean and safe physical environment for all students and staff. The team provides comprehensive ongoing maintenance, repair, and support, including painting, plumbing, electrical, carpentry, glass repair and	\$26,065,409.00	No

		replacement, roofing, landscaping, and general upkeep for all district buildings and facilities.		
4	Physical Safety and Security	<p>nsuring the safety and security of students is vital to fostering a secure, supportive, and effective learning environment.</p> <p>Balancing campus safety and a welcoming environment are at the forefront of all decision-making regarding safety measures. GUSD ensures that campuses have fewer access points and restricted visitor access is established using the RAPTOR visitor management system.</p> <p>GUSD provides security guards at all middle and high schools daily. Middle schools are provided with 2 or 3 guards, depending on enrollment. The three comprehensive high schools are staffed with 4 guards, Clark Magnet School has 2 and Daily Continuation School has 1 guard. Security guards assist schools by patrolling the campus, supervising egress and ingress points, supervising start of school and dismissal, and supervising events on campus. They are stationed based on the needs of the school. Guards patrol the campus continuously and help support the school administration during snack, lunch, passing periods, and before and after school. They assist students with getting to class on time, guiding them to the office when needed, ensuring safety in the restrooms and other parts of the campus.</p> <p>GUSD partners with local law enforcement to provide additional safety measures. A full time School Resource Deputy (SRD) from Los Angeles Sheriff's Department serves at Crescenta Valley High School. School Resource Officers (SRO) from Glendale Police Department serve at Hoover and Glendale High Schools. The SROs and the SRD also serve all other GUSD schools in the cluster. They participate in student supervision before, during and after school. They are also part of the threat assessment teams and help with high school sporting events.</p>	\$1,336,828.00	No
5	Health Services	<p>Effective health services are essential for promoting the well-being, safety, and academic success of students.</p> <p>GUSD schools are served by licensed vocational nurses (LVN) and credentialed school nurses to provide medical support to all students. The District nurse, Student Support Services, and Educational Services ensure that nurses are provided the training and support necessary to serve all students and families. They implement individual health care plans and emergency care plans for students with medical conditions and needs. School nurses provide mandated screenings. The Health Services Department, in collaboration with the Community Schools Program, will partner with Kids Dental to provide dental screenings for students identified as needing more health care support. School nurses work as liaisons to provide GUSD students with the support they need in regards to health care and health education. School nurses and health services work with local clinics to provide GUSD students with resources for vaccinations and other health care needs. GUSD partners with Comprehensive Community Health Centers to provide mobile health clinics at GUSD schools to address the community's other health concerns.</p>	\$2,704,884.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$29,169,848.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.83%	0.00%	\$0.00	10.83%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

<p>1.4 - College and Career Ready by 12th Grade</p>	<p>As of 2022-2023, 25.9% of English Learners, 50% of low income, and none of the foster youth met the UC/CSU A-G requirements compared to the "All" group, whose A-G completion rate was 55.9%.</p> <p>The average first semester cumulative weighted GPA for secondary students in 2023-2024 was 2.36 for ELs, 2.95 for low-income, and 2.06 for foster youth. The "All" group comparison GPA for the same period was 3.14.</p> <p>In 2022-2023, 66.38% of the low income students taking an AP course sat for an AP exam.</p> <p>Educational partner feedback indicates a need to increase access to high level courses and increase opportunities for students beyond high school in order to close the achievement gap.</p>	<p>The College and Career Division will supports students through the District Counselor, Career and Technical Education Programs, Early College Programs, Dual Enrollment/Articulation Opportunities, and Internship/Apprenticeship Opportunities. These actions will help increase the number of students, particularly unduplicated students, who graduate with A-G eligibility requirements.</p> <p>Classified support will continue to be provided to ensure that English learners, low-income, and foster youth are supported academically. Education assistants help students access the curriculum with small group instruction, differentiated instruction, and primary language support.</p> <p>Students will also have access to an expanded list of Advance Placement (AP) courses delivered by highly trained teachers. GUSD will continue to subsidize the cost of AP exams for students who are considered low-income, allowing them equitable access to all opportunities for college, career, and life.</p> <p>These actions are provided on a districtwide basis because all students benefit from the support and opportunities offered for college and career readiness.</p> <p>Research from College Board indicates that students benefit from taking AP courses and exams, regardless of their exam score. Past practice with the implementation of internships and apprenticeships has been met with positive feedback from students and their mentors, suggesting successful outcomes and persistence of youth in challenging, academic- and career-focuses endeavors.</p>	<p>We will monitor the pass rate on Advanced Placement exams for English learners, foster youth and low-income students as well as all students. (Metric 1.7 - AP Pass Rate)</p> <p>Also, we will review A-G completion rates by all students, including ELs, foster youth and low-income students. (Metric 1.8 - A-G Completion)</p>
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<p>1.7 - Tiered Intervention Support</p>	<p>The ELA performance of English Learners on the CA Dashboard is two levels below the performance of “All Students” (23.2 points below standard). 15.29% of ELs have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 CAASPP ELA and only 20.23% on the Math CAASPP results districtwide. Only 2.29% of ELs achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST.</p> <p>The data is three levels below “All Students” for Foster Youth (46.1 points below standard). 42.42% of Foster Youth have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP and 18.18% on the Math CAASPP results districtwide. 16.67% of Foster Youth achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST.</p> <p>Low income students are performing 4.4 points below standard based on the CA Dashboard. 49.97% of SED students have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP and 40.69% on the Math CAASPP results districtwide. 29.53% of SED achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST.</p> <p>In 2022-2023, the graduation rate for ELs was at 83.3%, 75% for foster youth and 90.5% for SED. The overall graduation rate was 93.0%, representing a gap between each of these groups.</p> <p>Educational partner feedback and outcome data demonstrate a need for ELs, foster youth and low income students to achieve mastery of standards and be ready to graduate high school in four years.</p>	<p>Tiered intervention supports will be designed and implemented to address the specific needs of students who demonstrate gaps in academic achievement, specifically focusing on the needs of English Learners, low-income, and foster youth.</p> <p>GUSD will continue the implementation of the SST Online program to monitor the implementation and impact of intervention programs to determine the most effective strategy to support underperforming students.</p> <p>Instructional assistants will work closely with students in small groups on an ongoing basis, working on targeted skills, thereby decreasing the adult/student ratio.</p> <p>Professional development will be provided to certificated and classified staff on the effective implementation of evidence-based tiered intervention strategies.</p> <p>These actions are provided on a districtwide basis because all students benefit from the tiered interventions to ensure that gaps are identified and addressed in a timely fashion.</p> <p>Research by Hattie and effect sizes indicate that small group instruction (0.4 effect size), improved student/teacher relationships (0.72 effect size), and repeated and deliberate practice (0.79 effect size) all have positive impacts on student outcomes.</p>	<p>We will measure effectiveness by reviewing performance of English learners, foster youth and low income students on the CAASPP ELA and Math summative assessments, the CAST, and graduation rates. (Metric 1.1 - ELA CAASPP, Metric 1.2 - Math CAASPP, Metric 1.3 - CAST, Metric 1.6 - Graduation Rate)</p>
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<p>1.10 - Emerging English Learner (Newcomer) Support</p>	<p>In 2023-24, 1828 students were administered the Initial ELPAC. Of the 1585 who were identified as ELs, 1326 or 72.54% scored at the Novice level of English language proficiency. Enrollment of newcomers is ongoing throughout the year.</p> <p>22.71% of Elementary English Learners in GUSD scored at Level 1 and 23.67% at Level 2 on the 2023 ELPAC test. Approximately half of elementary English Learners are emerging ELs.</p> <p>Many of the newcomers include refugees from Russia, Ukraine, and Armenia who have fled war and displacement. Based on feedback/requests from EL parents, there is a need for support and services, including: housing, transportation, understanding the education system, and mental health and academic support.</p>	<p>GUSD will use an asset-based, comprehensive approach to serving newcomer ELs to addresses their diverse linguistic, academic, psychological, and physiological needs.</p> <p>Parent orientation will be conducted at the Welcome Center while students are testing, where trained staff will introduce families to the district and the programs and services available to them. All documents will be provided in multiple languages, and translators will be available for lesser spoken languages. Schools also are equipped with iPads for in-the-moment translation.</p> <p>Training and resources, such as the “Bridge to Belonging” curriculum developed by the Student Wellness Services Department, are also provided to schools and site-based teacher specialists to support newcomers and families at the school.</p> <p>These actions are provided on a Districtwide basis because the continuing increase in the number of newcomers is impacting all schools and all grade levels. These evidence-based strategies will support all students and their teachers in maximizing learning and helping to build strong relationships throughout the District.</p> <p>Our ongoing practice of serving all families with multilingual and multicultural staff at every school and the central office has been well received especially by newcomers who are seeking support and connections. Our internal research on the use of ParentSquare, indicates that 99% of families are "contactable", which means they also can use the in-app features for multilingual messaging and two-way communication between home and the district/schools.</p>	<p>We will monitor performance levels of newcomers as well as all English Learners taking the ELPAC. (Metric 1.4 - ELPI)</p>
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<p>1.11 - Long-Term English Learner (LTEL) Support</p>	<p>13.3% of English Learners in GUSD are LTELs. While the percentage has dropped, this continues to be an area of concern, especially for LTELs at the secondary level who are at risk of not meeting graduation requirements.</p> <p>Educational partners have indicated that LTELs need additional linguistic support and EL parents also requested strategies they can use to assist their students at home to ensure mastery of standards and on-time graduation.</p>	<p>Monitoring and supporting LTELs through appropriate instruction and intervention is a key District initiative. Staff will monitor ELs to identify and support students who are at-risk of becoming LTELs. EAFE team will work with Assessment and Accountability to identify LTELs and monitor their progress on the ELPAC, CAASPP, and the local assessments. The data will be reviewed with school administrators and teacher specialists, and schools to address LTELs' progress towards reclassification.</p> <p>The T&L team will provide professional development focused on increasing the rate of language acquisition and strengthening content literacy. School counselors will receive training on supporting LTELs toward successful course completion.</p> <p>Expanded learning opportunities such as tutoring, mentoring, enrichment opportunities, resources, and summer school will also be implemented to advance LTELs toward reclassification.</p> <p>These actions are provided on a Districtwide basis to prevent all ELs, especially the increasing number of emerging ELs, from becoming LTELs. These evidence-based strategies will support all students and their teachers in maximizing learning.</p> <p>Our own internal review of past practice (professional development, consistent review of data by multiple departments and research) indicate that our efforts have helped reduce the number of LTELs, and we want to continue this momentum. Review of Language Appraisal Team documents support the need for individual plans to support LTELs.</p>	<p>We will monitor the reclassification rate for LTELs and ELs overall. (Metric 1.5 - Reclassification Rate)</p>
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<p>1.12 - Dual Language Instruction</p>	<p>By April 2024, 1828 students were administered the Initial ELPAC throughout the school year. Of the 1585 who were identified as ELs, 1326 or 72.54% scored at the Novice level of English language proficiency. Enrollment of newcomers is ongoing throughout the year.</p> <p>In reviewing the educational partner feedback, we have learned that parents/guardians of newcomer ELs are advocates for strengthening their students' primary language in DLI programs. In addition, educators have asserted that these ELs need specialized support and intervention in the DLI setting in order to succeed academically.</p>	<p>GUSD will support ELs through an asset-based instructional approach of increasing their primary language literacy in the dual language immersion programs. The DLI program director and teacher specialists will monitor the progress of English Learners enrolled in DLI programs.</p> <p>Professional development will be provided to DLI teachers to equip them with the evidence-based instructional strategies for language acquisition and content mastery. Follow-up collaboration time and coaching will ensure effective implementation of high-impact strategies and use of authentic resources in the target language.</p> <p>These actions are provided on a districtwide basis because all students will benefit from the evidence-based and language rich instructional strategies to maximize learning.</p> <p>Research by Thomas and Collier (2017) indicates that ELs are equally successful in achieving grade level standards as their English-speaking peers when they are given the opportunity to continue their studies in their primary language while acquiring English. In addition, our own internal analysis has found that students in the DLI programs across the district outperform their peers on CAASPP ELA and Math assessments.</p>	<p>We will monitor our English Learners' and all other students' performance on the ELA CAASPP. (Metric 1.1 - ELA CAASPP)</p> <p>We will measure effectiveness through review of of EL reclassification data. (Metric 1.5 - Reclassification Rate)</p>
<p>1.14 - Extracurricular Opportunities - Elementary</p>	<p>Only 50.56% of SED have achieved "Standard Met" or "Standard Exceeded" based on the 2022-23 ELA and only 46.34% on the Math CAASPP results. Only 31.18% of SED achieved "Standard Met" or "Standard Exceeded" on the 2022-23 CAST.</p> <p>Through educational partner forums, school staff and parents/guardians have made it clear that learning needs to happen in real life contexts and augment what is being taught in the classrooms. As a result, a need exists to provide extracurricular opportunities for students that otherwise might not have access to learning experiences beyond the academic school day.</p>	<p>GUSD will offer extracurricular learning opportunities such as instrumental music, chorus, sports, and technology at all elementary schools to increase access to well-rounded experiences for low-income students. Academic coaches at schools will provide before and after-school extracurricular learning experiences. GUSD will collaborate with community partners to support this goal.</p> <p>These actions are provided on a districtwide basis because all elementary students will benefit from these opportunities offered in a safe learning environment at their own school.</p> <p>Research from the Search Institute on the 40 Developmental Assets indicates that students benefit greatly from involvement in school activities and connections to caring adults and peers. Northwestern University's Dr. Nina Kraus has conducted research that demonstrates that music instruction impacts students' communication skills, attention and memory.</p>	<p>We will monitor the results of low income students as well as all students on the English Language Arts and Math portions of the CAASPP. (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP)</p>

<p>1.15 - School-based Intervention Support</p>	<p>The ELA performance of English Learners on the CA Dashboard is two levels below the performance of “All Students” (23.2 points below standard). 15.29% of ELs have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP and 20.23% on the Math CAASPP results districtwide. 2.29% of ELs achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST. The graduation rate for ELs was at 83.3% in 2022-23.</p> <p>The data is three levels below “All Students” for Foster Youth (46.1 points below standard). 42.42% of Foster Youth have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP and 18.18% on the Math CAASPP results districtwide. 16.67% of Foster Youth achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST. The graduation rate for Foster Youth was at 75% in 2022-2023.</p> <p>Low-income students are performing 4.4 points below standard based on the CA Dashboard. 49.97% of SED have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA and only 40.69% on the Math CAASPP results districtwide. 29.53% of SED achieved “Standard Met” or “Standard Exceeded” on the 2022-2023 CAST. The graduation rate for SED was at 90.5% in 2022-2023.</p> <p>Educational partners, including school staff and community members, have indicated an increasing awareness as a result of our LCAP outreach efforts that the achievement gap between the "all" group and these unduplicated students needs to be narrowed in order to increase mastery of standards.</p>	<p>All elementary, middle, and high schools will provide targeted interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures.</p> <p>Teaching and Learning staff will provide professional development to schools to build capacity for teachers and staff in meeting student needs. Teachers will be provided with collaboration time to plan instruction, interventions, and assessments and to analyze student results to determine next steps.</p> <p>After-school tutoring programs, mentorship support, and programs to develop students’ leadership skills, and community and family engagement will also be provided at each school.</p> <p>These actions are provided on a districtwide basis because all students will benefit from intentionally designed instructional planning and interventions.</p> <p>Research from ED's What Works Clearinghouse provides ample evidence that recommends providing children with many opportunities to hear and use new vocabulary over time, such as through shared book reading, activities and games, and engagement in conversations. In addition, the Institute of Education Sciences research recommends providing intentional instruction, which can build children’s understanding of mathematical ideas and skills.</p>	<p>We will monitor performance of English Learners, low income, and foster youth as well as all students on the ELA and math CAASPP summative assessments. (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP).</p> <p>We will measure progress of ELs on the ELPI using metrics on the CA School Dashboard. (Metric 1.4 - ELPI)</p> <p>We will gauge progress of ELs, foster youth and low income students through A-G completion rates. (Metric 1.8 - A-G Completion)</p>
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<p>1.16 - Elementary Library & Media Education Services and Technology Support</p>	<p>The ELA performance of English Learners on the CA Dashboard is two levels below the performance of “All Students” (23.2 points below standard). At the elementary level, 19.64% of English Learners have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP results.</p> <p>The data is three levels below “All Students” for Foster Youth (46.1 points below standard) districtwide. At the elementary level, 43.48% of Foster Youth have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP results.</p> <p>Low income students are performing 4.4 points below standard based on the CA Dashboard. 50.56% of SED have achieved “Standard Met” or “Standard Exceeded” based on the 2022-2023 ELA CAASPP results.</p> <p>22.71% of Elementary English Learners in GUSD scored at Level 1 and 23.67% at Level 2 on the 2023 ELPAC test. Approximately half of elementary English Learners are emerging ELs.</p> <p>In evaluating feedback from educational partners, we learned that school staff that work with ELs, low income students and foster youth have identified a need for effective adult support in the use of technology, which will help students increase their confidence and more regularly access curriculum and other digital tools.</p>	<p>GUSD will continue to provide trained library and media aides at each elementary school to ensure that all English learners, low income and foster youth at the elementary level have full access to rigorous and literacy- and technology-rich learning experiences and opportunities at school.</p> <p>Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of curricular and supplemental material and technology to enhance instruction.</p> <p>The Educational Technology & Information Services (ETIS) Department will continue to work with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support use of technology skills.</p> <p>The technology teacher specialists will also assist families through parent engagement events and one-on-one support as needed.</p> <p>These actions are provided on a districtwide basis because all elementary students will benefit from these opportunities offered in a safe learning environment at their own school.</p> <p>Research conducted by Hattie on technology and computer support suggests that there is a correlation with strong student achievement: Technology in other subjects (0.55 effect size), information and computer technology (0.51 effect size). In addition, the Young Readers Foundation indicates that young children who read have overall better cognitive skills, which suggests that fully staffed and supportive elementary libraries create a welcoming, literacy-rich environment.</p>	<p>Progress of English learners, foster youth and low income students as well as all students will be measured using the CAASPP ELA and Math performance (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP)</p> <p>We will monitor EL performance and language proficiency on the Summative ELPAC. (Metric 1.4 - ELPI)</p>
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<p>2.1 - Student Attendance Support</p>	<p>The districtwide ADA continues to hover around 94% and chronic absenteeism for GUSD on the 2023 CA School Dashboard was 18.7%. For foster youth, English learners and low income students, there was a large gap compared with the aggregate student population and chronic absenteeism persisted at much higher rates:</p> <ul style="list-style-type: none"> - Foster youth: 28.8% - English learners: 24.4% - Low income: 23.4% <p>Educational partner feedback indicated we need to create a positive culture regarding attendance across the District. For our ELs, foster youth and low income students, providing more consistent and robust access to educational opportunities while in school is critical for their academic and personal growth.</p>	<p>GUSD students that are English learners, including newcomers that are just beginning to navigate the complexities of the U.S. school system, along with those students that are in foster care or experiencing financial hardship require additional systemic support to decrease barriers that may lead to them struggling academically. Often, a key barrier is regular attendance at school. Decreasing absenteeism through attendance support will assist these student groups in accessing educational opportunities on a consistent basis and cultivating strong connections to the adults and peers at school. The Student Wellness Services (SWS) Department in coordination with other district departments will increase and improve services on Districtwide basis to maximize their impact in increasing overall attendance rates for all students.</p> <p>Research by Whaley (2024) underscores the common understanding that chronic absenteeism can be severely detrimental to student outcomes and disproportionately affects students living in poverty. This awareness along with new technology tools like the At Risk Dashboard now available in our student information system, will allow for a much more targeted understanding of the nuanced issue of school attendance.</p>	<p>GUSD will monitor its average daily attendance. (Metric 2.1 - Attendance Rate)</p> <p>To gauge effectiveness, we will observe the chronic absenteeism rates of ELs, foster youth and low income students alongside all students. (Metric 2.2 - Chronic Absenteeism)</p>
<p>2.2 - Social Emotional Wellness</p>	<p>The Spring 2024 Panorama Survey provides insight from our students as valued educational partners. The following results indicate our learnings:</p> <ul style="list-style-type: none"> - 60% of students districtwide responded favorably in the areas of Growth Mindset, Self-Efficacy, Sense of Belonging, Social Awareness, and School Safety. The percentage is closer to 50% in the area of Emotion Regulation. <p>Additional data indicated that ELs had a suspension rate of 4.3, low income students 3.6%, and foster youth 7.8%. The overall group suspension rate was 2.7%, indicating a disparity between the groups.</p> <p>Educational partner feedback indicates that there is a need to lower the rate of suspension for all students, particularly the unduplicated group to ensure they are in school and accessing educational experiences and support services in order to produce positive outcomes academically and on the SEL front as well.</p>	<p>The Student Wellness Services (SWS) Department will provide mental health support to address the social, emotional, and behavioral needs of English learners, low-income and foster youth through individual and group counseling, parent support groups with psychological service providers.</p> <p>SWS staff will conduct individualized intakes and assessments through multilingual staff to identify critical needs and provide appropriate supports.</p> <p>These actions are implemented on a districtwide basis because all students will benefit from the social emotional support to address mental health and behavioral needs.</p> <p>Research by Mondri and Reynolds (2021) indicates that low-income children are at increased risk for socio-emotional problems. Having strong resilience skills, including motivation and positive attitudes toward school (Denahm & Brown, 2010) are considered foundational and, therefore, critical to setting up students for success in school and life.</p>	<p>We will monitor the chronic absenteeism rates of English learners, foster youth and low income students as well as all students. (Metric 2.2 - Chronic Absenteeism)</p> <p>Track trends in student responses on the Panorama SEL Survey across schools and grade levels. (Metrics 2.8 & 2.9 - Panorama Survey Results)</p>

<p>2.3 - Parent/Family Engagement</p>	<p>The Spring 2024 Districtwide Annual Plan Survey provided feedback from parents/guardians and helped us identify the following gaps in parent engagement:</p> <ul style="list-style-type: none"> - 57% stated that their school actively seeks input from parents/guardians before making important decisions. - 46% stated that their school provides training for parents to support their child's learning, and <p>In addition, on the English Learner Parent Survey, there were gaps we identified based on the parent/guardian responses:</p> <ul style="list-style-type: none"> - 69.1% "Agree" or "Strongly Agree" to understanding the GUSD reclassification criteria. - 69.6% expressed that they know who to contact at their child's school if they have questions about the ELD program. - 53.2% reported they have not attended an ELAC meeting this year, and 60% have not attended DELAC meetings. <p>The educational partner surveys are important measures for the District to better understand families' perceptions of how they are being engaged and served. There is a need to increase school-to-home connections to ensure parents are consulted prior to decisions being made and fostering a sense of community among all families, particularly those of English learners, foster youth and low income students.</p>	<p>GUSD will expand its district- and school-based programs to create a robust family engagement support student system more effectively partner with families of English learners, low-income, and foster youth.</p> <p>The Welcome Center will support multilingual families through an orientation program and connect them to District staff and community resources. Multilingual and multicultural staff will be available to help parents in their preferred language to ensure clarity of communication.</p> <p>Student Wellness Services will provide assistance and support for low income and foster youth. SWS will provide multilingual and multicultural staff to provide culturally responsive practices that recognize and respect the diverse backgrounds and experiences of GUSD families.</p> <p>The T&L department will expand its family engagement campaign by developing and providing training, materials, resources, and information for parents and community partners on the adopted curricula.</p> <p>These actions are implemented on a districtwide basis because all families will benefit from the learning and engagement opportunities to build partnerships with their child's school.</p> <p>Research has shown that students achieve more academically when their families are positively engaged and engaging low-income and underserved families may reduce barriers to children's learning, especially when schools initiate communication and design strategies to work side-by-side with them (Ambroso, Dunn and Fox 2021).</p>	<p>We will monitor the results of English learners, foster youth and low income students as well as all students on the ELA and Math CAASPP summative assessments (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP).</p> <p>Track progress of English learners on the ELPAC. (Metric 1.4 - ELPI)</p> <p>Gauge effectiveness of the plan by reviewing chronic absenteeism rates and suspension rates of ELs, foster youth and low income students as well as all students. (Metric 2.2 - Chronic Absenteeism and Metric 2.5 - Suspension Rate).</p>
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Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.17 - Instruction-related Services - Daily High School	<p>Daily Continuation High School's Four-Year Adjusted Cohort Graduation Rate in 2022-2023 was 24.1% for English Learners and 28.8% for the low income student group.</p> <p>Through outreach with EL and low income families, along with staff's desire to help Daily students maximize their potential, we have learned that graduation is a major goal and there needs to be supports in place to achieve this aim.</p>	<p>Daily Continuation High School will implement a comprehensive approach to addressing students' significant learning and social emotional gaps, including tiered interventions to re-engage students, increase attendance and improve their sense of belonging.</p> <p>Highly trained teachers and instructional support staff will be provided to increase small-group and one-to-one instruction, intervention and feedback with a focus on English learners and low-income students to accelerate their progress toward closing the achievement and credit gaps.</p> <p>A licensed therapist and counseling service provider will continue to work closely with the students to address their individual needs to increase attendance and engagement.</p> <p>The school will offer English learners and low-income students alternative programs and opportunities for credit recovery, including summer school and expand access to internship and apprenticeship opportunities that ensure career readiness.</p> <p>These actions will take place schoolwide to support the unique needs of Daily students.</p> <p>Research by Hattie has shown that reducing the student-to-adult ratio (effect size 0.47) and providing ongoing, timely feedback (effect size 0.64) accelerates progress and increases student agency. Therapists and counselor services will help increase student efficacy (Hattie effect size 0.92) and motivation (Hattie effective size 0.69).</p>	<p>We will monitor the graduation rate, A-G completion and CTE pathway completion of English Learners and low income students as well as all students at Daily High School. (Metric 1.6 - Graduation Rate, Metric 1.8 - A-G Completion and Metric 1.9 - CTE Pathway Completion)</p>
1.18 - Expanded Opportunities - Transportation for Clark Magnet High School	<p>Based on the CA Dashboard data in 2022-2023, 49.97% of Socioeconomically Disadvantaged (low income) students districtwide met or exceeded standards on CAASPP ELA and 40.69% on the Math CAASPP. On the 2022-2023 CAST, 29.53% of SED met or exceeded standards. The graduation rate for SED was at 90.5% in 2022-2023. And 50.7% of SED students met the A-G requirements in 2023.</p> <p>Educational partner feedback, including information gleaned from parents, students and staff, indicates a need to make transportation accessible for low income students to have greater access to educational opportunities.</p>	<p>GUSD will continue to provide free transportation to low income students from across the District to ensure equitable access to the award-winning and nationally recognized programs at Clark Magnet High School.</p> <p>There are 20 pick-up locations designated near students' schools of residence to ensure this schoolwide action works to eliminate barriers for students attending Clark High School.</p> <p>Clark's recognition as a California Distinguished School three times in the past four years for its work in promoting academic achievement and lowering the achievement gap particularly with low income students is evidence that the program at the school is working and students are benefiting from the entire Clark experience.</p>	<p>We will monitor achievement of low income students as well as all students on the CAASPP summative assessments in ELA and Math (Metric 1.1 - ELA CAASPP and Metric 1.2 - Math CAASPP).</p> <p>We will measure effectiveness by reviewing low income students' graduation rate and completion of A-G requirements as well as all students attending Clark Magnet. (Metric 1.6 - Graduation Rate and Metric 1.8 - A-G Completion)</p>

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

Additional Concentration Grant Funding

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

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		
Staff-to-student ratio of certificated staff providing direct services to students		

Action Tables

2024-2025 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 %)
2024-2025	\$269,406,713.00	\$29,169,848.00	10.83%	0.00%	10.83%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$283,457,229.00	\$0.00	\$0.00	\$0.00	\$283,457,229.00	\$246,241,623.00	\$37,215,606.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Instruction	All	No					\$2,685,315	\$817,628	\$3,502,943	\$0	\$0	\$0	\$3,502,943	0.00%
1	2	Literacy by 3rd Grade	Foster Youth, English learner (EL), Low Income	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, K-3, All Schools		\$1,917,806	\$682,551	\$2,600,357	\$0	\$0	\$0	\$2,600,357	0.00%
1	3	Math Literacy by 6th Grade (repeated expenditure, Goal 1, Action 1)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	4	College and Career Ready by 12th Grade	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools, Specific Grade Spans, 6-12		\$2,326,189	\$90,000	\$2,416,189	\$0	\$0	\$0	\$2,416,189	0.00%
1	5	Career Technical Education	All	No					\$6,021,361	\$30,875	\$6,052,236	\$0	\$0	\$0	\$6,052,236	0.00%
1	6	Visual and Performing Arts (repeated expenditure, Goal 1, Action 1)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

1	7	Tiered Intervention Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools		\$8,680,134	\$0	\$8,680,134	\$0	\$0	\$0	\$8,680,134	0.00%
1	8	Instruction-related Services for Special Education	Student with Disabilities (SWD)	No					\$34,197,894	\$14,226,132	\$48,424,026	\$0	\$0	\$0	\$48,424,026	0.00%
1	9	English Learner Services (repeated expenditure, Goal 1, Action 1)	English learner (EL)	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	10	Emerging English Learner (Newcomer) Support	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools		\$725,475	\$0	\$725,475	\$0	\$0	\$0	\$725,475	0.00%
1	11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	English learner (EL)	Yes	LEA-wide	English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	12	Dual Language Instruction	English learner (EL)	Yes	LEA-wide	English learner (EL)	Specific Grade Spans, TK-8		\$357,419	\$0	\$357,419	\$0	\$0	\$0	\$357,419	0.00%
1	13	Gifted Education	All	No					\$0	\$150,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
1	14	Extracurricular Opportunities - Elementary	Low Income	Yes	LEA-wide	Low Income	Specific Grade Spans, K-6, All Schools		\$1,532,007	\$0	\$1,532,007	\$0	\$0	\$0	\$1,532,007	0.00%
1	15	School-based Intervention Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$2,345,590	\$776,710	\$3,122,300	\$0	\$0	\$0	\$3,122,300	0.00%
1	16	Elementary Library & Media Education Services and Technology Support	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, TK-6, All Schools		\$73,087	\$0	\$73,087	\$0	\$0	\$0	\$73,087	0.00%
1	17	Instruction-related Services - Daily High School	Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Allan F. Daily Continuation High School		\$2,506,791	\$57,536	\$2,564,327	\$0	\$0	\$0	\$2,564,327	0.00%

1	18	Expanded Opportunities - Transportation for Clark Magnet High School	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Anderson W. Clark Magnet High School		\$0	\$2,200,640	\$2,200,640	\$0	\$0	\$0	\$2,200,640	0.00%
1	19	Intervention Support - Elementary Schools	All	No					\$144,597	\$0	\$144,597	\$0	\$0	\$0	\$144,597	0.00%
2	1	Student Attendance Support	English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$890,289	\$96,941	\$987,230	\$0	\$0	\$0	\$987,230	0.00%
2	2	Social Emotional Wellness	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$1,335,432	\$145,413	\$1,480,845	\$0	\$0	\$0	\$1,480,845	0.00%
2	3	Parent/Family Engagement	Low Income, Foster Youth, English learner (EL)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$2,379,508	\$450,000	\$2,829,508	\$0	\$0	\$0	\$2,829,508	0.00%
2	4	Behavior Education Support	All	No					\$131,918	\$684,152	\$816,070	\$0	\$0	\$0	\$816,070	0.00%
2	5	Social Emotional Support - Special Education	Student with Disabilities (SWD)	No					\$1,721,110	\$0	\$1,721,110	\$0	\$0	\$0	\$1,721,110	0.00%
2	6	Communication and Engagement	All	No					\$0	\$273,000	\$273,000	\$0	\$0	\$0	\$273,000	0.00%
2	7	Guidance and Counseling	All	No					\$5,027,347	\$0	\$5,027,347	\$0	\$0	\$0	\$5,027,347	0.00%
3	1	Qualified Staff	All	No					\$146,712,398	\$13,380	\$146,725,778	\$0	\$0	\$0	\$146,725,778	0.00%
3	2	Instructional Materials	All	No					\$0	\$10,943,483	\$10,943,483	\$0	\$0	\$0	\$10,943,483	0.00%
3	3	Facilities and Maintenance Services	All	No					\$23,019,688	\$3,045,721	\$26,065,409	\$0	\$0	\$0	\$26,065,409	0.00%
3	4	Physical Safety and Security	All	No					\$0	\$1,336,828	\$1,336,828	\$0	\$0	\$0	\$1,336,828	0.00%
3	5	Health Services	All	No					\$1,510,268	\$1,194,616	\$2,704,884	\$0	\$0	\$0	\$2,704,884	0.00%

2024-2025 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
\$269,406,713.00	\$29,169,848.00	10.83%	0.00% - No Carryover	10.83%	\$29,569,518.00	0.00%	10.98%	Total:	\$29,569,518.00
								LEA-wide Total:	\$24,804,551.00
								Limited Total:	
								Schoolwide Total:	\$4,764,967.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	2	Literacy by 3rd Grade	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	Specific Grade Spans, K-3, All Schools	\$2,600,357.00	0.00%
1	4	College and Career Ready by 12th Grade	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools, Specific Grade Spans, 6-12	\$2,416,189.00	0.00%
1	7	Tiered Intervention Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$8,680,134.00	0.00%
1	10	Emerging English Learner (Newcomer) Support	Yes	LEA-wide	English learner (EL)	All Schools	\$725,475.00	0.00%

1	11	Long-Term English Learner (LTEL) Support (repeated expenditure, Goal 1, Action 10)	Yes	LEA-wide	English learner (EL)	All Schools	\$0.00	0.00%
1	12	Dual Language Instruction	Yes	LEA-wide	English learner (EL)	Specific Grade Spans, TK-8	\$357,419.00	0.00%
1	14	Extracurricular Opportunities - Elementary	Yes	LEA-wide	Low Income	Specific Grade Spans, K-6, All Schools	\$1,532,007.00	0.00%
1	15	School-based Intervention Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$3,122,300.00	0.00%
1	16	Elementary Library & Media Education Services and Technology Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	Specific Grade Spans, TK-6, All Schools	\$73,087.00	0.00%
1	17	Instruction-related Services - Daily High School	Yes	Schoolwide	Low Income, English learner (EL)	Specific Schools, Allan F. Daily Continuation High School	\$2,564,327.00	0.00%
1	18	Expanded Opportunities - Transportation for Clark Magnet High School	Yes	Schoolwide	Low Income	Specific Schools, Anderson W. Clark Magnet High School	\$2,200,640.00	0.00%
2	1	Student Attendance Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$987,230.00	0.00%
2	2	Social Emotional Wellness	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,480,845.00	0.00%
2	3	Parent/Family Engagement	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$2,829,508.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$277,188,543.00	\$272,000,522.00

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Instruction and Professional Development	No	\$3,576,152.00	\$2,870,198.00
1	2	Instruction-related services for special education	No	\$47,166,788.00	\$47,845,692.00
1	3	English Learner Support (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
1	4	College, Career, and Life Readiness	No	\$6,781,598.00	\$5,680,451.00
1	5	Educational Technology	No	\$1,185,710.00	\$1,093,483.00
1	6	Gifted and Talented Education (GATE)	No	\$100,000.00	\$80,000.00
1	7	Instructional Support - School Level	Yes	\$2,727,447.00	\$2,982,348.00
1	8	Instructional Support - Elementary	Yes	\$3,841,878.00	\$3,550,025.00
1	9	Instructional Support - Secondary	Yes	\$2,331,086.00	\$2,323,531.00
1	10	Academic and Behavioral Support	Yes	\$8,172,695.00	\$7,330,981.00
1	11	Expanded Learning Opportunities	Yes	\$2,098,735.00	\$1,878,115.00
1	12	Elementary Extracurricular Opportunities	Yes	\$1,034,673.00	\$1,019,673.00
1	13	Elementary Library/Media Education	Yes	\$725,433.00	\$600,001.00
1	14	Instructional Technology Support	Yes	\$67,625.00	\$67,625.00
1	15	Instructional Support - English learner	Yes	\$724,386.00	\$803,107.00
1	16	English Learner support in Dual Immersion	Yes	\$317,433.00	\$317,433.00
1	17	Expanded Opportunities - Advanced Placement Exams	Yes	\$97,485.00	\$90,000.00
1	18	Instruction-related services for Daily HS	Yes	\$2,151,259.00	\$2,070,402.00
1	19	Expanded Opportunities - Transportation for Clark	Yes	\$1,700,640.00	\$1,700,640.00

		Magnet HS			
1	20	Intervention Support - Elementary Schools	No	\$137,680.00	\$110,747.00
1	21	Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1)	No	\$0.00	\$0.00
2	1	Student Services	Yes	\$993,835.00	\$910,020.00
2	2	Health and Wellness Services	Yes	\$1,490,753.00	\$1,365,030.00
2	3	Parent Engagement/Outreach	Yes	\$2,146,571.00	\$2,473,533.00
2	4	Restorative Justice and PBIS	No	\$807,947.00	\$842,332.00
2	5	Health and Wellness Services - Special Education	No	\$1,697,255.00	\$1,701,303.00
2	6	Communication and Surveys	No	\$273,000.00	\$273,000.00
2	7	Guidance and Counseling	No	\$5,553,765.00	\$5,331,097.00
3	1	Qualified Staff	No	\$140,811,742.00	\$137,037,382.00
3	2	Instructional Materials	No	\$9,800,000.00	\$9,800,000.00
3	3	Plant/Maintenance Services	No	\$25,978,458.00	\$26,443,636.00
3	4	Safety and Security	No	\$1,296,138.00	\$1,347,783.00
3	5	Health Services	No	\$1,400,376.00	\$2,060,954.00

2023-2024 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)
\$27,937,405.00	\$30,621,934.00	\$29,482,464.00	\$1,139,470.00	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	7	Instructional Support - School Level	Yes	\$2,727,447.00	\$2,982,348.00	0.00%	0.00%
1	8	Instructional Support - Elementary	Yes	\$3,841,878.00	\$3,550,025.00	0.00%	0.00%
1	9	Instructional Support - Secondary	Yes	\$2,331,086.00	\$2,323,531.00	0.00%	0.00%
1	10	Academic and Behavioral Support	Yes	\$8,172,695.00	\$7,330,981.00	0.00%	0.00%
1	11	Expanded Learning Opportunities	Yes	\$2,098,735.00	\$1,878,115.00	0.00%	0.00%
1	12	Elementary Extracurricular Opportunities	Yes	\$1,034,673.00	\$1,019,673.00	0.00%	0.00%
1	13	Elementary Library/Media Education	Yes	\$725,433.00	\$600,001.00	0.00%	0.00%
1	14	Instructional Technology Support	Yes	\$67,625.00	\$67,625.00	0.00%	0.00%
1	15	Instructional Support - English learner	Yes	\$724,386.00	\$803,107.00	0.00%	0.00%
1	16	English Learner support in Dual Immersion	Yes	\$317,433.00	\$317,433.00	0.00%	0.00%
1	17	Expanded Opportunities - Advanced Placement Exams	Yes	\$97,485.00	\$90,000.00	0.00%	0.00%
1	18	Instruction-related services for Daily HS	Yes	\$2,151,259.00	\$2,070,402.00	0.00%	0.00%
1	19	Expanded Opportunities - Transportation for Clark Magnet HS	Yes	\$1,700,640.00	\$1,700,640.00	0.00%	0.00%
2	1	Student Services	Yes	\$993,835.00	\$910,020.00	0.00%	0.00%
2	2	Health and Wellness Services	Yes	\$1,490,753.00	\$1,365,030.00	0.00%	0.00%
2	3	Parent Engagement/Outreach	Yes	\$2,146,571.00	\$2,473,533.00	0.00%	0.00%

2023-2024 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)
\$265,492,366.00	\$27,937,405.00	0.00%	10.52%	\$29,482,464.00	0.00%	11.10%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

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

- Students

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

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

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

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

LCFF Carryover Table

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

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

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