

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. Vivian Ekchian Superintendent | vekchian@gusd.net 818-241-3111 |

Plan Summary 2021-2022

General Information

A description of the LEA, its schools, and its students.

Glendale Unified School District (GUSD) is a diverse district serving 25,245 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 7,655 high school students, 4,234 middle school students, and 12,813 elementary school students attend GUSD schools. GUSD is a diverse school district that welcomes students and families from all over the world. GUSD students come from a wide range of ethnic, cultural, and socio-economic backgrounds and speak 42 different languages. GUSD students are 60.49% Caucasian (includes Armenian, European and Middle Eastern), 19.87% Hispanic/Latino, 12.89% Asian, 4.85% Filipino, 1.53% African American, 0.22% American Indian, and 0.15% Pacific Islander. In GUSD, 42 languages are spoken with the top four being English, Armenian, Spanish, and Korean. Approximately 43% of GUSD students are considered socioeconomically disadvantaged and 21% are English Learners.

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

GUSD proudly offers dual immersion programs in seven languages, Armenian, French, German, Italian, Japanese, Korean, and Spanish, beginning in kindergarten. The GUSD Foreign Language Academies of Glendale dual immersion program received a CSBA Golden Bell Award in 2019. GUSD also offers six magnet schools focused on technology, world languages, and visual and performing arts, and extensive middle and high school Career and Technical Education (CTE) programs to prepare students for success in college, career, and life. The District's 25 industry-aligned CTE pathways include the following 12 Industry Sectors: Arts, Media and Entertainment, Fashion and Interior Design, Business and Finance, Education, Child Development and Family Services, Hospitality, Tourism and Recreation, Building

and Construction Trades, Health, Science and Medical Technology, Information and Communication Technologies, Engineering and Architecture, Manufacturing and Product Development, Transportation, and Public Services. Through a collaborative partnership with Glendale Community College, GUSD offers students multiple opportunities to earn college credit before they graduate from high school, including the Early College Academy at Hoover High and the Cloud Computing and Computer Science Academy launching in 2021 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. The District's motto remains, "preparing our students for their future." GUSD is committed to utilizing the LCAP as the District's 2021-2024 strategic plan.

Reflections: Successes

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

Limited CA Dashboard data points from prior year impact our ability to highlight successes on dashboard indicators. We continue to measure progress using local measures such as i-Ready and NWEA MAP diagnostics and will assess areas of success and growth once the end-of-year diagnostics are completed. We will also assess CAASPP outcomes for 11th grade. Our Panorama socioemotional well-being survey indicated that we are in the 80th - 99th percentile in 2 of 5 categories (sense of belonging and growth mindset) and 60th-79th percentile for social awareness and self-efficacy for 4th-5th grades. For 6th - 12th, we are in the 60th - 79th percentile for growth mindset and emotion regulation. Another success is our commitment to equity through the successful distribution of devices and hotspots to any student who needed it to access distance learning. 100% of our students have access due to our campaign.

To support the District's most at-risk families that needed additional support with distance learning and to counteract learning loss, Glendale Unified School District (GUSD) offered on-campus childcare during the regular school day for elementary-age students, prioritizing students currently enrolled in state-subsidized childcare programs, foster/homeless youth, children of employees and other essential workers. Childcare services began July 1, 2020. Based on a GUSD survey, over 2,600 families indicated that childcare would be a critical need if schools were to reopen in a distance learning environment. Based on this expressed need from families, with the advent of the new school year, GUSD expanded childcare support and supervision of elementary school-age children during the regular school day. On the first day of the new school year, August, 19, 2020, childcare pods were increased to provide support to students in distance learning. Students were grouped into small, supervised Technology Learning Pods (TLP) to ensure proper physical distancing. Students were assigned to a TLP that ensured they had internet connectivity in order to access daily distance synchronous instruction by their regularly assigned classroom teachers and to complete asynchronous learning lessons. While working online with their teachers, students were supervised in the TLPs by a substitute teacher and a classified assistant who provided support, as needed, for students to complete their assignments. TLPs were established in available classrooms, multi-purpose rooms, and other appropriate spaces on elementary campuses. In total there were 99 TLPs hosting 1,069 students across all 20 GUSD elementary school sites. <https://www.cnn.com/2020/08/18/us/glendale-california-superintendent-distance-learning-in-classroom/index.html>

Given the success of the TLPs to increase access to the academic program for students in need of additional support, including English learners, foster youth, homeless, and low-income students, GUSD implemented Facilitated Learning Centers (FLC) at the middle schools and high schools starting in November 2020. The FLCs were staffed by substitute teachers and assistants and served to provide students a safe and supportive environment to participate in Distance Learning. The initial priority for recruiting students to the FLCs was to provide emerging English learners additional support to access instruction. As space allowed, outreach moved to English learners at other levels of language proficiency, foster youth, homeless youth, and students who were identified as needing additional assistance by the school team. Each middle and high school had at least one FLC classroom. In November 2020, there were nine FLCs across nine secondary schools for a total of 73 students.

Since August, the District has provided on-campus childcare in Technology Learning Pods for more than 1,000 elementary-age students. Over the past month, high need students, including English Learners and students with special needs, have been allowed to return for on-campus instruction and services, both one-on-one and in small cohorts. Athletic conditioning resumed at the District's three comprehensive high schools in early November.

In December 2020, GUSD convened an advisory committee of trusted members of the healthcare community. The group met monthly and counseled the Board of Education and superintendent on best practices to ensure student and employee health and safety during the COVID-19 pandemic. The key focus areas examined by

the committee included: return to school best practices, voluntary COVID-19 testing for employees, and voluntary vaccine rollout for employees. This resulted in a plan that outlined a careful and deliberate return of the District's highest need students for on-campus instruction, following all guidelines from the California and Los Angeles Departments of Public Health and the Centers for Disease Control and Prevention.

The Super Tutor Program is designed to establish a team of academic tutors who can support their peers in various courses. The program is unique in that in addition to subject mastery, tutors must also attend a training session on effective tutoring and teaching practices. Tutors will possess both content mastery and effective pedagogical practices to maximize impact on achievement. For summer 2021, nearly 140 Super Tutors attended the training sessions. They will be assigned courses to support based on their subject preferences and each school's needs. This is an excellent opportunity to prepare our students with the life skills needed to enter the workforce, and an experience to embrace the benefits of contributing to their own community, and will continue to be included in the new LCAP.

As we enter the 2021-22 academic year, we will maintain and build on these successes by continuing to build on the gains demonstrated in the i-Ready and NWEA MAP diagnostic assessments. We will maintain our efforts to improve student performance on the CAASPP by focusing on the interim assessments and expanding our use of the Smarter Balanced Tools for Teachers site. We will continue to build on our success on the Panorama socioemotional survey and will add more questions this year to better understand students' experience as we return to in-person learning. We will continue to make computers and hotspots available for families as we return to in-person instruction and will continue to provide technical support and replacements as needed to ensure access is uninterrupted. While tech pods are being phased out as schools reopened, we will continue to provide remote learning options through our independent study program. We will continue to offer vaccines and testing to keep our communities safe. Finally, we will build on the success of the Super Tutor program by offering it in the fall and expanding it to middle schools as well.

Reflections: Identified Need

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

Our last complete CA Dashboard year was 2019 and we saw some indicators with declining outcomes: chronic absenteeism (ELs, SpEd, Homeless, low SES, African American, White, Hispanic, and Foster) and suspension rates increased (ELs, SpEd, Homeless, low SES, African American, foster, Hispanic, and White) and graduation rates decreased (ELs, SpEd, Homeless, low SES, and White). English Language Arts performance (ELs) and college/career readiness (English Learner and Homeless) maintained their levels. We need to address all of these indicators to ensure continued student success.

The Student Wellness Services department will resume its efforts to monitor absenteeism and provide support as needed, especially for low income, foster, and homeless student groups. Specific initiatives established shortly before distance learning will be implemented to ensure student success. For the 2021-22 school year, the Student Wellness Services department has assigned at least one licensed therapist or an associate to each school to address the needs of all students, and specifically the student groups identified with declining outcomes on the 2019 Dashboard. In addition, each school has been assigned two full days of mental health intern. At the district office the department has designated two full time school counselors with PPS credential with attendance clerks to support them on a daily bases. The SWS department will serve ALL GUSD students with mental health, parent engagement, attendance monitoring and making sure our students are connected to at least one adult at GUSD. Early August our Homeless and Foster youth counselor contacted all families for an intake. Each family completed an assessment form and based on the needs indicated by the family support has been provided. Some of the supports provided by the district are: tutoring services, access to food pantry, shoes, school uniforms, counseling and housing or employment referrals. During the intake the counselor exchanges her contact information with the family. Each week the SWS department runs a report on attendance and the team starts contacting families that have excessive absences. The counselor assigned to our Foster and Homeless Youth runs separate data reports on attendance and monitors them closely. Students with multiple absences are contacted and if further resources are needed are provided. The district team works very closely with the site administrator and the academic counselor to make sure students are engaged and stay connected. Every five weeks the parents are contacted and an update is provided. If students are showing improvement in attendance, grades and engagement, students are rewarded. If a student doesn't show improvement or a decline in attendance, engagement or grades the family is invited to SART, SARB or an SST meeting to determine the cause and provide further support. Weekly check-ins with the student at the school site will be provided by mental health interns to make sure the student remains connected and engaged.

The Student Services department will identify patterns in suspension data to develop supports to reduce the number of suspensions and will monitor progress. During the course of the school year, school site administrators in charge of behavior will look at suspension and discipline data monthly/quarterly and meet with their PBIS team to discuss patterns and areas that need to be addressed. Based on their findings, the team will implement targeted intervention and support students who are

experiencing challenging situations. The targeted support will help students learn how to address challenging situations correctly and in return behavior and suspension will be reduced. If and when a student is in need of ongoing support, the site administrator and or designee will 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 order to keep them from suspensions and have them in the classroom learning.

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

- Supporting English Learners across content areas: specific instructional strategies to help teachers in providing instruction that allows the students to most effectively access the content across subjects, and for the secondary students to make progress and complete the a-g requirements
- Examining and aligning grading practices and student motivation: expanding staff's knowledge in this area through a book study using Joe Feldman's Grading for Equity, leading the work in aligning grading practices
- Effective integration of technology to enhance learning: training all teachers on the implementation of the SAMR model to utilize technology as a tool that enhances instructional practices and deepens student learning
- Ensure culturally responsive and relevant instruction: provide opportunities and training on the implementation of multilingual and multicultural education
- Social Emotional Learning to include training on Trauma Informed and Restorative Practices
- Ongoing support for content area support in History-Social Science, Science, Math and ELA/ELD

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

The Special Education Department will address the disproportionality in identification of special education students in two of our schools. 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, 55% of the students identified as SLD are English Learners. As a result, five schools (three elementary, one middle and one high school) were selected with a high English Learner population to address the root causes and develop support plans to include outcomes/actions and activities.

Four outcomes/actions were developed:

- Outcome 1: By June 2022, provide English Language Development intensive academic support to all EL students with professional development to staff.
- Outcome 2: By June 2022, provide weekly intensive academic intervention support during the school day in English Language Arts (ELA) and Math to identified students at preselected schools.
- Outcome 3: By June 2022, intervention staff and site administrators/counselors will conduct quarterly individual parent/guardian conferences with targeted students to review student progress.
- Outcome 4: By June 2022, conduct all staff training on implicit/explicit bias and cultural awareness.

Academic and social/emotional learning intervention opportunities are provided to students throughout the school year. Specific curriculum is used and frequent formative assessments were administered to determine progress and effectiveness of student achievement. 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 stakeholders, 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 be implemented in the 2021-2022 school year and monitored for effectiveness.

LCAP Highlights

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

- GUSD has adopted the whole child approach that drives the work of the school district. In this effort, the District focuses its efforts on the following three goals:
- Goal1: Maximize Student Achievement: Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare them for college, career, and life.
- Goal 2: Foster a Positive Culture of Learning: Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students,

parents, and staff.

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

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

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

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

GUSD strives to ensure that student outcomes reflect success for all students, where every student has access to high quality evidence based core instruction, and is supported through acceleration and intervention strategies based on needs identified through ongoing assessment and monitoring.

GUSD's comprehensive social emotional learning is a collaborative effort between the district, schools, and the community, to establish a learning environment that is inclusive and culturally relevant and responsive. Through implementation of a multi-tiered systems of support, students learn and thrive academically and social-emotionally.

GUSD's commitment to preparing students for college, career, and life readiness is evidenced in the programs offered to students, including the many CTE pathways, the partnership with institutions of higher education, and the dual enrollment opportunities.

The intentional focus on these areas is an outcome of the stakeholder input, and leads to a comprehensive system that serves the needs of the whole child.

Comprehensive Support and Improvement

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

Schools Identified

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

Allan F. Daily Continuation High School

Support for Identified Schools

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

In consultation with the LEA, Daily High School's administration team and school site council, a task force was created with district and site administrators, counselors, teachers, and parents to coordinate with the central office staff to identify students who were not able to graduate and to determine common barriers that prevented them from graduating in the past two years. The task force also assessed attendance and engagement of students during distance learning.

As needed, supplemental supplies, instructional materials, and software to increase engagement during distance learning were purchased. This task force then examined various programs and strategies to eliminate, or mediate, the identified barriers. Limited English Proficiency was identified as a barrier for some students. The task force recommended, and the school and district Teaching and Learning Department provided increased language support during instruction, training for teachers, and supplemental curriculum and materials to address this barrier.

Another identified barrier was students struggling with social emotional issues and mental health. Additional support was provided through a licensed therapist as well as through training of teachers to identify and support students with mental health challenges. Drug and alcohol abuse was also an identified barrier and the district has contracted with a licensed service to provide weekly individual and group substance abuse counseling to identified students. Registration for conferences to support at-risk students during distance learning were utilized. Information was presented to the School Site Council to determine additional strategies and resources needed to increase engagement, attendance, and graduation. Daily employed a psychological service provider (GUSD employee, MFT) who offered strategies, timelines, and Social Emotional services support to students on their way to graduation. Daily also identified and addressed student needs and provided intervention through teacher extra-hourly and 6/5 assignments emphasizing technology support during distance learning.

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

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

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

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

The District will provide examples from resources such as the What Works Clearinghouse, and Evidence for ESSA to help guide decisions with the site team as to what strategies to implement based on the Needs Assessment and Root Cause Analysis. Meetings with SSC happen no fewer than 4 times per year.

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

Monitoring and Evaluating Effectiveness

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

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

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Gathering stakeholder input for the Glendale Unified LCAP continues to be of paramount importance. During the 2019-2020 school year, GUSD embarked on an extensive, robust plan to gather more authentic input to better inform all aspects of the District's programs and services. The process of gathering stakeholder feedback began during the 2019-2020 school year, and included the following seven formats to solicit parent, student, and family voices:

1. Superintendent's Parent Advisory Committee Meetings
2. Student Voice Panels
3. LCAP Meetings – highlighting specific LCAP priorities
4. District English Language Advisory Committee (DELAC) Meetings
5. Parent/Guardian Forums – at each individual school site
6. Board of Education Meetings and Town Hall Meetings
7. Stakeholder Surveys

1. Superintendent's Parent Advisory Committee (SPAC) and Glendale Council PTA Meetings

The Superintendent's Parent Advisory Committee was formed in Fall 2019. Principals were asked to nominate 2-4 parent/guardian leaders from their school to encourage new and diverse voices. SPAC meetings were held in both the morning and evening to allow for maximum parent participation.

After a preliminary meeting on September 24, 2019, the SPAC members decided to work in small groups focusing on three themes:

- College and Career Readiness
- Inclusion/PBIS/Restorative Practices
- Budget

The small groups explored these themes in depth, examined data, and provided input directly to the Superintendent and presented their sub-group's recommendations at school Board meetings.

SPAC 2019-2020 Meeting Dates
September 24, 2019 (AM and PM)

October 29, 2019 (AM)
November 4, 2019 (PM)
December 12, 2019 (AM and PM)
February 5, 2020 (AM and PM)
March 4, 2020 (AM and PM)
April 1, 2020 (held virtually)
May 6, 2020 (held virtually)

In 2020-2021, 10 SPAC meetings were held monthly the first Thursday of every month and were conducted virtually. Additionally, District PTA leaders from each school met monthly with the Superintendent to provide their feedback on District and school programs and services.

A draft of the LCP was presented at a joint meeting of the Superintendent's Parent Advisory Committee (SPAC) and Glendale Council PTA meeting with site-level PTA presidents on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Superintendent Ekchian and posted on the District's website prior to the CDE adoption of the 2020 LCP.

On May 6, 2021, staff presented to the SPAC an outline the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations. Staff held a similar stakeholder input meeting with Glendale Council PTA on May 7, 2021.

2. Student Voice Panels

In 2019-2020 and 2020-2021, five Student Voice Panels were conducted at each of the District high schools:

Crescenta Valley High School October 29, 2019
Glendale High School January 21, 2020
Hoover High School March 24, 2020 (Virtual)
Hoover High School October 20, 2020 (Virtual)
Clark Magnet High School February 23, 2021(Virtual)

The District's Student Advisory Council (SAC) selected the students from each high school and determined the topics and questions for each forum. Diverse groups of high school students raised questions and shared their perspectives on issues that were important to them. Board Members asked clarifying questions and got feedback directly from students. Topics over the past two years have included themes such as: creating a sense of belonging; building school spirit; fostering stronger communication; improving attendance; race and equity; and school safety.

Student Voice Panels promote leadership, advocacy, civic engagement, and provides students a voice in creating positive change throughout the District.

3. LCAP Stakeholder Meetings

LCAP Stakeholder meetings included members from the bargaining units and SELPA, and addressed each LCAP priority. In 2019-2020, the meetings were held at the District Office and in 2020-2021, the meetings were held virtually and were live streamed to capture a wider home audience. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

December 2, 2019 – Student Achievement
January 13, 2020 – School Safety/Social Emotional Learning
March 2, 2020 – Budget
December 7, 2020 – Academic Achievement
January 25, 2021 – Health, Safety and Social Emotional Wellness
March 1, 2021 – Budget
May 17, 2021 – Presentation of LCAP Draft

On May 17, 2021 staff presented an outline the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the

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

4. District DELAC Meetings

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

In 2019-2020, DELAC meetings were initially held at the District Office and transitioned to virtual settings as of May 2020:

October 14, 2019 October 14, 2020
December 9, 2019 December 3, 2020
January 27, 2020 February 4, 2021
March 3, 2020 March 8, 2021
May 18, 2020 May 10, 2021

On May 10, 2021, staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP. All in attendance had the opportunity to ask questions, and a feedback form was shared and posted on the District website to solicit questions and input on the draft. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

5. LCAP Parent Forums at each School Site

In 2019-2020, members of the Superintendent's Cabinet and Educational Services teams each selected two schools to visit between December 2019 and March 2020, to increase parent feedback for the LCAP. Team members worked with site principals to determine the best date to visit, based on which school meeting would attract the largest and most diverse audience (e.g. PTA, SSC, ELAC, or Coffee w/ Principal). An interactive activity guide was developed to provide uniformity in gathering parent/guardian input. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

Due to this new format, parent participation increased by threefold from 51 parents in 2018-2019, to 146 parents in 2019-2020. This added individualized activity was well-received by site principals and parents and provided a wealth of feedback in the initial planning process.

6. Board of Education Meetings and Town Hall Meetings

Details for speaking virtually or in person at Board meetings and town hall events are posted on the GUSD website, disseminated through the GUSD App, and through social media providing opportunities for all stakeholders to speak or comment. Board meetings are televised on local Channel 15 and livestreamed and archived on the GUSD website. GUSD's LCP was presented to the District's governing board at a public hearing during a regularly scheduled Board meeting held on September 1, 2020. The agenda for the public hearing was posted 72 hours prior to the Board meeting.

Two town hall meetings were held on July 8, 2020, to solicit input on distance learning and safety protocols for the 2020-2021 school year. Hundreds of parents and teachers spoke and the meetings were livestreamed. Information was provided through the Public Information Office on how to give comments and District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish, as needed.

Responses from town hall/school Board meetings, and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers, as well as regular office hours. This feedback was consistent across elementary and secondary schools and resulted in modifications to the 2020-2021 distance learning instructional schedule.

7. Stakeholder Surveys

Parent, student, and teacher surveys were used throughout the 2019-2020 and 2020-2021 school years to solicit feedback on instructional schedules in elementary and secondary levels. The results of student, staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan.

At the end of the 2019-2020 school year, multiple surveys were developed specifically for parents/guardians, teachers/staff, and students to gather information on students' remote learning experience initiated by COVID-19. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700

parents completed the survey from May 18–29, 2020, accounting for 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results. The breakdown of respondents in each language survey is as follows – English: 5,423; Armenian: 83; Korean: 127; Spanish: 67. The responses were broken down by levels – Elementary: 3,843; Middle: 859; and High: 998.

Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction; 30% indicated they received communication from teachers every day; 36% of parents said students had opportunities to socially interact with others; 58% of parents said that the amount of work students received was “just right;” and 69% of parents said students felt safe when videoconferencing. GUSD utilized these results in designing the fall distance learning instructional schedules, and designing professional development and instructional resources for teachers to support student’s academic success and well-being.

Staff surveys included responses from 1,204 certificated and 1,181 classified staff members and solicited input on best practices to inform planning for distance learning. A staff survey to gather feedback on desired instruction and professional development was also developed and received 813 responses. Teachers listed the specific instructional technology programs that would be most beneficial for distance learning in the Fall, as well as, which programs they would need additional training and support. The District developed a comprehensive professional development plan that all teachers participated in on August 18 and 19, 2020. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14, 2020, with more than 6,000 participants registered. to best support the areas of needed training teachers indicated on the survey.

A student survey gathered information on students’ remote learning experiences during Spring 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand stakeholder experiences and utilize the survey results to further improve distance learning experiences for Fall 2020. A total of 3,932 students in grades 4 – 12 completed the survey. The District’s student survey results indicated that 23% of students agreed or strongly agreed that they “learned as much each day as I did when we were in school.” Accordingly, 30% of students agreed or strongly agreed that they “had opportunities to talk to other students during remote learning.” Moreover, 57% of students agreed or strongly agreed that they “felt safe in video conferencing through platforms such as Zoom, Google Meets, etc.”

In addition to the previously mentioned formats to solicit input, the Superintendent and District leadership met weekly with principal in level-alike meetings and monthly with the group as a whole. On January 21, 2021, District leadership and site principals discussed top priorities for the 2021 LCAP. The annual LCAP self-reflection tool was administered to principals in April 2021. At the April 28, 2021 Principals’ Meeting, Assembly Bill (AB) 86 and draft LCAP goals were presented to solicit input from District administrators and site principals. Some of the priorities from the input from principals included: targeting the essential standards, differentiated small group instruction, block scheduling (secondary), blended learning, social-emotional support, and using data to drive instruction.

Furthermore, this year, Glendale Unified launched a Working Group to Ensure Culturally Relevant and Responsive Education, made up of students, teachers, school and district administrators and staff, parents/guardians, and community members. The CRRE Working Group focused on five key areas: eliminating bias in curricula and instructional materials, actively recruiting a more diverse workforce and providing professional development to ensure culturally competent, anti-biased leadership, analyzing student discipline data and continuing the use of Restorative Practices to build community, engaging students and families, and connecting with community partners to proactively develop inclusive school communities. CRRE Working Group committee members utilizing the Theory of Change tool and process examined the five key areas and made recommendations to inform the District’s plan and vision of ensuring a culturally relevant and responsive education.

Staff presented an outline of the local control funding formula, State priorities, GUSD Board priorities, dashboard indicators/metrics, and the draft of the new LCAP to SPAC on 5/7/21, DELAC on 5/10/21, and at the LCAP Stakeholder meeting (including the members of the bargaining units) on 5/17/21. Input and questions were solicited from participants during all meetings and surveys, as well as input and questions from GUSD’s local SELPA. 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 from all stakeholders. All questions were answered in writing by the Superintendent and posted on the GUSD website, in accordance with LCAP regulations.

A summary of the feedback provided by specific stakeholder groups.

The individual LCAP parent forums, as outlined above, provided a wealth of feedback in the initial planning process. Before the pandemic and school closures occurred, a total of 24 site meetings were held before school closures to gather feedback: Parent Input Forums (<https://tinyurl.com/2hu9mjhd>). Meetings that were held virtually after school closures do not have charts.

Parent, student, and teacher surveys were used throughout the 2019-20 and 2020-21 school years to guide and provide feedback on instructional schedules in

elementary and secondary. The Superintendent's Parent Advisory Council (SPAC) meetings were held monthly during the 19-20 and 20-21 school years which provided parents immediate access to the superintendent to ask direct questions, share ideas, and give feedback. Additionally, district PTA leaders from each school met monthly with the superintendent to give feedback. DELAC meetings continued to be held in person and virtually after school closures.

After school closures occurred in March 2020, GUSD continued to have a robust campaign to gather stakeholder input. At the end of the 2019-2020 school year, an extensive effort to seek stakeholder feedback on the remote learning experience was embarked upon. Multiple surveys were developed specifically for parents/guardians, teachers/staff (including both GTA and CSEA bargaining units), and students. Additionally, during the months of May and June 2020, the Superintendent held regular meetings with parents and sought feedback from the Superintendent's Parent Advisory Council (SPAC), District PTA leadership and site PTA Presidents, and the District English Learners Advisory Committee (DELAC). In addition, two TOWN HALL Meetings were held on July 8, 2020 (11am and 5:30pm). Hundreds of parents and teachers spoke at both televised town hall meetings to provide input on whether or not to continue with distance learning in the fall. Information was provided through the Public Information Office on how to give comments and translations in Armenian, Korean, and Spanish were provided. Details for speaking virtually or in person at board meetings and town hall events were clearly posted on the GUSD website and disseminated through the GUSD App and social media providing opportunities for all stakeholders to speak or comment. Board meetings were televised on local Channel 15. Additionally, a reminder phone call and an email with this information was sent to all stakeholders. The Learning Continuity and Attendance Plan (LCP) was adopted by the governing board at a regularly scheduled board meeting held on September 15, 2020. Links to join the virtual board meetings via zoom, and instructions for providing public communication, were posted on the GUSD website at www.gusd.net/ReturnToSchool.

The GUSD developed a parent survey to gather information on students' remote learning experience initiated by COVID-19. Town Hall Meetings were designed to gather information on student learning experiences and the support they received during remote learning. The goal was to better understand their experiences and use the data to make improvements. In all, 5,700 parents completed the survey from May 18–29, 2020 from the 19,022 households in Glendale Unified for a completion percentage of 30%. All grades and schools were represented in the survey results and 24% of respondents were dual immersion parents. The survey was available in four languages. The breakdown of respondents in each language survey is as follows: English: 5,423, Armenian: 83, Korean: 127, and Spanish: 67. The responses were broken down by levels: Elementary: 3,843, Middle: 859, and High: 998. Parent survey results indicated that remote learning had been effective for many students but the experience varied throughout schools and classrooms: 42% of parents said students made adequate progress in their learning during remote instruction, 30% indicated they received communication from teachers every day, 36% of parents said students had opportunities to socially interact with others, 58% of parents said that the amount of work students received is "just right", and 69% of parents said students feel safe when videoconferencing. The GUSD utilized these results in designing the fall distance learning instructional schedules and in designing professional development and instructional resources for teachers to support student's academic success and well-being during distance learning in the fall. As mentioned above survey data was critical to gather information and feedback. A detailed analysis of survey questions can be found here: Parent Survey on Remote Learning (<https://tinyurl.com/bdckdx4c>).

The District developed staff surveys to gather input. Respondents included 1,204 certificated staff and 1,181 classified staff. A staff survey to gather feedback on desired instruction and professional development and received 813 responses. The District also developed a student survey to gather information on students remote learning experiences during spring, 2020. The student survey was designed to gather information on the types of learning students experienced and the supports needed to effectively participate in distance learning. The intent of the survey was to better understand stakeholder experiences and utilize the survey results to further improve distance learning experiences for fall, 2020. A total of 3,932 students in grades 4 – 12 completed the survey. Results of the staff and parent surveys were carefully analyzed and used to assist in the development of the Learning Continuity and Attendance Plan.

Return to School staff survey results indicated that 78% of certificated staff and 87% of classified staff needed child care support. Based on the instructional technology and professional development survey, teachers listed the specific instructional technology programs that would be most beneficial for distance learning in the fall as well as which programs they would need additional training and support. Based on teacher feedback, the District developed a week-long professional development plan for the week of August 10-14, 2020 that included voluntary training on a variety of topics. Over 6000 participants were noted as being registered in August 2020.

The District's student survey results indicated that 23% of students agreed or strongly agreed that they "learned as much each day as I did when we were in school" Accordingly, 30% of students agreed or strongly agreed that they "had opportunities to talk to other students during remote learning". Moreover, 57% of students agreed or strongly agreed that they "felt safe in video conferencing through platforms such as Zoom, Google Meets, etc.

Responses from town hall/school board meetings and parent advisory groups included the desire for a more consistent instructional schedule that included more synchronous instructional time with classroom teachers as well as regular office hours. This feedback was consistent across elementary and secondary and resulted in modifications to the 2020-2021 distance learning instructional schedule.

Based on the parent and student survey results on their distance learning experiences and on research, the district developed a comprehensive Professional Development plan that all teachers participated in on August 18 and 19 to review best practices in distance learning. Based on results from the teacher surveys specifically, the District created 54 professional development sessions during the week of August 10-14 to best support the areas of needed training teachers indicated on the survey. Based on District parent, staff and student survey results, feedback from public communications and state guidelines from the CDE and Public Health Officials, the GUSD governing board made the decision to begin the fall semester with all students participating in an online distance learning model. The primary difference in the spring remote learning schedule and the fall distance learning instructional schedules had to do with adding consistent synchronous instructional periods with classroom teachers on a daily basis. Regular office hours were added. This was a direct result of stakeholder input.

A draft of the Learning Continuity and Attendance Plan (LCP) was presented to parent advisory groups for review, comment and feedback. A draft of the LCP was shared at the District English Learner Advisory Committee (DELAC) held virtually on August 28, 2020. District interpreters were in attendance to provide translation in Armenian, Korean, and Spanish as needed. A draft of the LCP was also presented to the Superintendent's Parent Advisory Committee (SPAC) and District PTA leadership and site PTA presidents held on August 28, 2020. Questions received from these advisory committee meetings were responded to in writing by Dr. Ekchian, GUSD's Superintendent of Schools, and posted on the District's website prior to the California Department of Education, adoption of the 2020 LCP. GUSD's LCP was presented to the District's governing board at a public hearing during a regularly scheduled board meeting held on September 1, 2020. The agenda for the public hearing was posted prior to 72 hours of the start of the board meeting.

On January 21, 2021, district administrators and site principals worked under the guidance of Jay Westover to discuss top priorities for the 2021 LCAP. At the April 28, 2020 Principals' Meeting, the AB 86 and draft LCAP goals were presented for input and to gather feedback from district administrators and site principals. The annual LCAP self-reflection tool was administered to principals in April 2021. Input from principals included the following priority areas: <https://tinyurl.com/54wychn4>

Bargaining groups participated in the LCAP and Stakeholder meetings. A meeting was held with the SELPA on May 20.

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

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

The Superintendent has determined that the 2021-2024 LCAP will serve as the GUSD Strategic Plan "Roadmap to Success for Educating the Whole Child" and is reflected and supported by the GUSD Board Priorities. It is recommended that the new 2021-2024 GUSD LCAP include provisions for the following:

- Focus on Early Literacy
- Targeted Interventions
- Extended Day Kindergarten
- Block Schedules at the Secondary Level
- Blended Learning
- Increased Professional Development on Technology Integration
- Increased Teacher Collaboration Time
- Teacher Office Hours
- Extended Learning and Enrichment Opportunities
- Reduction of Combination Classes
- Summer and Saturday School Opportunities
- Social-Emotional Learning and Well-being
- Student and Staff Support for Mental Health
- Culturally Relevant and Responsive Education
- Increased Family Engagement Opportunities

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

stakeholders.

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

Stakeholder input also included a recommendation for increased teacher collaboration time and teacher office hours. The District is working closely with the schools and the bargaining units in examining the schedules at all levels to address this. Implementation of block scheduling at the secondary level is one strategy to address this. These are highlighted in Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary supports for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

Providing a robust mental social emotional learning program was another key recommendation from stakeholders. 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 supports, parent engagement and outreach, restorative justice implementation, drug and violence prevention, and applying stakeholder feedback.

Furthermore, teacher professional development was a top recommendation, with the emphasis on ensuring all staff are provided with differentiated training opportunities in all areas, and especially in technology integration for blended learning. Additionally, training and support for delivering culturally relevant and responsive education allows educators to create a supportive learning environment for all. These are highlighted in Goal #1, which focuses on maximizing student achievement. Actions for meeting Goal #1 include elementary and secondary supports for instruction, special education instructional services, English Learner support, educational technology support, GATE program support, and intervention.

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Specifically:

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

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

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|----------|----------------|----------------|----------------|---------------------------|
| Percentage of students who meet or exceed standards in English Language Arts (CAASPP in 2018-19) | 64.3% | | | | 79.3% |
| Percentage of students who meet or exceed standards in Mathematics (CAASPP in 2018-19) | 54.59% | | | | 69.5% |
| Percentage of students who meet | 38.17% | | | | 53.17% |

| | | | | | |
|--|--|--|--|--|--|
| or exceed standards in Science (CAST in 2018-19) - 5th, 8th, and one High School grade level | | | | | |
| Percentage of English Learners making progress towards English Language Proficiency as measured by ELPAC | 58.3% per the 2018-19 CA Dashboard (https://www.caschooldashboard.org/reports/1964568000000/2019#english-learner-progress-card) | | | | 63.3% |
| Reclassification rate for 2020-2021 (CALPADS 8/18/20 to 6/2/21) - 10.8% | 10.8 | | | | 19.8% |
| Percentage of student "Prepared" on the College/Career Indicator on 2018-19 CA Dashboard (includes AP, a-g, CTE, etc.) (https://www.caschooldashboard.org/reports/1964568000000/2019#english-learner-progress-card) | 54.2% | | | | 69.2% |
| Maintain 1:1 student to device ratio | 1:1 | | | | maintain 1:1 |
| Measuring Implementation of State Standards as determined using the LCAP self-reflection tool. | 4.43 average based on the LCAP self-reflection tool completed at the start of the 2021-22 academic year. | | | | An average score of 5.0 on the LCAP self-reflection tool |
| Graduation Rate | 89.4% in 2019-20 per Dataquest (https://data1.cde.ca.gov/dataquest/dqcensus/Coh) | | | | Increase 2% a year to reach 95.4% |

| | | | | | |
|------------------------|---|--|--|--|---|
| | Rate.aspx? aggllevel=district&year=2019-20&cds=1964568) | | | | |
| A-G Completion Rate | 55% based on 2019-20 CALPADS report | | | | Increase 2% a year to reach 61% in three years |
| CTE pathway completion | 9% from 2019-20 CALPADS report | | | | Increase 2% a year to reach 15% in three years |
| A-G and CTE | 5% based on 2019-20 CALPADS report | | | | increase 2% a year to reach 11% in three years |
| AP Pass Rate | Per the Collegeboard report, the AP pass rate (scores of 3, 4 or 5) for the 2020-21 school year was 57% | | | | pass rate will increase by 2% a year to reach 63% in three years. |
| EAP for ELA | % of students who are "Ready for college-level coursework" (Standard Exceeded) or "Conditionally Ready for college-level coursework" (Standard Met): 64.3% (2018-19 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 % (2018-19 CAASPP) | | | | 64.5% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|---|----------------|--------------|
| 1 | Instruction and Professional Development | GUSD strives for equitable and high-quality instruction for all learners. The Teaching and Learning Department provides professional development, instructional coaching, and resources to support the implementation of the CA Standards and Frameworks in all areas of the curriculum, including English Language Development. | \$3,128,553.00 | No |

| | | | |
|---|--|-----------------|----|
| | <p>The Teaching and Learning department supports teachers and other staff in making instructional shifts reflecting the intent of the CA State Standards and CA Frameworks. GUSD recognizes the importance of early literacy in establishing a strong foundation for success, and instructional supports and professional development are offered in this area to support implementation of effective early literacy practices.</p> <p>GUSD will maintain the support for mathematics instruction through instructional coaching and professional development. Teaching and Learning Department will facilitate a process for developing internal measures, benchmark and formative assessments, to monitor student progress.</p> <p>Trainings, resources, curriculum, and instruction are culturally relevant and responsive ensuring access for all learners. The Teaching and Learning department works with elementary and secondary curriculum committees to examine and update curriculum and instructional tools to ensure adherence to state standards and frameworks including ensuring cultural relevance and responsiveness.</p> <p>Teaching and Learning Department facilitates a process for developing internal measures, benchmarks and formative assessments, to monitor student progress. Utilizing the continuous cycle of improvement, teachers and administration monitor student progress in all areas of instruction.</p> <p>Intervention supports for students are provided and monitored through the SST Online program.</p> | | |
| 2 | <p>Instruction-related services for special education</p> <p>Students with disabilities are provided with the appropriate instruction and support that is aligned to their IEP goals to assist in their continuous progress. Trained staff and assistants are provided to implement programs that serve the specifically identified academic and behavioral needs of students with special needs. Ongoing professional development and resources are provided to build capacity for teachers, support staff and assistants.</p> <p>The Special Education Department will continue to provide professional development on evidence-based practices, Sondag intervention reading program, and instructional/behavioral modification strategies to support student success in achieving IEP goals.</p> <p>GUSD will continue the implementation of the SST Online program to monitor the implementation and impact of intervention programs to determine the most effective strategy to support underperforming students. The program allows for collaboration across grade levels and schools. It documents and targets interventions to ensure student success before referral for special education.</p> | \$35,922,680.00 | No |

| | | | | |
|---|--|---|----------------|----|
| 3 | English Learner Support (repeated expenditure, Goal 1, Action 1) | <p>GUSD is committed to the success of the English learners through rigorous instruction and monitoring process. All English learners are provided Designated English Language Development instruction in a protected block of time. Integrated English Language Development instruction is embedded in all areas of content.</p> <p>Professional development on effective Designated ELD and Integrated ELD and in understanding the unique needs of English learners is provided to build capacity for all teachers and staff.</p> <p>All GUSD English learners are assessed annually using the English Language Proficiency Assessment of California (ELPAC) to monitor their progress in language acquisition and to determine their readiness for reclassification. Instructional supports and interventions are provided to ensure that English learners are continuing to make progress linguistically and academically.</p> <p>Reclassified ELs are monitored for four years following reclassification.</p> <p>The Equity, Access, and Family Engagement Department support schools in implementation and monitoring of English learner programs, assessments, and services.</p> | \$0.00 | No |
| 4 | College, Career, and Life Readiness | <p>GUSD's programs and services are in support its commitment to the College, Career, and Life Readiness pathways.</p> <p>The GUSD Career and Technology Education (CTE) technician assists the CTE administrator and CTE teachers to create and promote CTE programs and facilitate the Individual College and Career Learning Plans for middle and high school students. The CTE pathway programs are created, maintained, expanded through effective implementation. GUSD continues to participate in the Perkins Grant and Career Technical Education Incentive Grant (CTEIG).</p> <p>Advance Placement (AP) course access is offered to students along with training for teachers. Additionally, GUSD provide the PSAT exam for all 10th grade students.</p> <p>GUSD provides general instructional support opportunities for teachers and educational assistants and increased course offering for students. Counselors, teachers and educational assistants attend workshops provided by the College Board and other approved organizations.</p> | \$2,732,917.00 | No |
| 5 | Educational Technology | <p>In its efforts to close the digital divide, GUSD provides technology access to students with a goal of 1:1 ratio student to device (computers/chromebooks). Timely technology device maintenance (computer/chromebooks) is provided to staff and families to ensure student access to technology.</p> <p>GenYes classes prepare students to assist with computer/technology support and repairs. Ongoing professional development opportunities aligned to the SAMR model are offered</p> | \$1,372,227.00 | No |

| | | | | |
|---|--------------------------------------|--|----------------|-----|
| | | to support staff in maximizing their use and implementation of the technology tools and resources. | | |
| 6 | Gifted and Talented Education (GATE) | GUSD will enhance its Gifted and Talented Education services by developing a comprehensive plan that established the process for identification using a tool for universal screening, effective instructional strategies for differentiation, and professional development to support the teachers. | \$100,000.00 | No |
| 7 | Instructional Support - School Level | <p>GUSD has a very diverse student population, including nearly half of students being socioeconomically disadvantaged and nearly a quarter of students English learners. The district also has 25 foster youth and these student groups consistently score below the district average on most academic performance measures indicating that these students need more individualized support to meet their needs.</p> <p>The District supports these student groups, by ensuring that in addition to the core instruction they are provided with carefully designed targeted interventions to close the achievement gap. All elementary, middle, and high schools provide evidence-based academic interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Working closely with the central office support staff, directors, coordinators, and teacher specialists, as part of a thorough needs assessment and root cause analysis process, at the beginning of the school year, each school examines their most current data to identify gaps and possible resource inequities. The school leadership teams, working collaboratively with the district staff, review and identify evidence-based strategies and approaches in a tiered system of support that meet the school's unique combination of needs. The intervention plans are reviewed and supported by the central office staff, who also monitor the implementation of interventions and the progress towards the goals. Additionally, central office staff support learning across schools through professional development opportunities to build capacity for teachers and staff in meeting students' needs.</p> <p>Furthermore, teachers are provided with time throughout the school year to collaborate on analyzing the assessment results, examining the data, and planning the targeted intervention services for English learners, low income and foster youth. Instructional resources and materials, including manipulatives, specialized resources, computer programs, graphic organizers, technology resources, interactive boards, visual displays, etc. are utilized to maximize and accelerate student access and academic performance.</p> <p>Based on these actions, we expect students who are English Learners, low income, and foster youth will improve their performance as a result of the intervention programs thereby improving their grades, a-g completion rates, and scores on state assessments to close the gap in CAASPP and CAST scores by at least 5% per year.</p> | \$2,616,076.00 | Yes |
| 8 | Instructional Support - | English learners, low income, and foster youth benefit greatly from individualized and | \$3,179,310.00 | Yes |

| | | | |
|-------------------------------------|--|----------------|-----|
| Elementary | <p>targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. Combination (split) classes at the elementary level reduce these students' access to the teacher and staff, as they require a greater level of independence on the students' part. Offering single grade classes at the elementary level instead of splitting classes among two grade levels maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.</p> <p>Increased teacher and student interaction is important for supporting all students, however it is especially key for English learners, low income, and foster youth. In order to increase services for targeted students, GUSD provides single grade classes at the elementary level to ensure that there is greater focus on small group instruction and individualized assistance as teachers provide instruction on the key standards (Hattie effect size .47). The single grade classes allow teachers to differentiate instruction and provide targeted interventions in a timely manner. This allows the teacher to use all the instructional minutes focusing on the essential standards for a single grade level in ELA and Math, to close the academic gap for students.</p> <p>Based on these actions, we expect students will master the essential standards in their grade level with specific benefits to English learners, socioeconomically disadvantaged students, and foster youth, with a resulting increase in academic performance data that will close the achievement gap by at least 3% for unduplicated students compared to the aggregated scores of all students on CAASPP and CAST.</p> | | |
| 9 Instructional Support - Secondary | <p>Teachers need more time to complete lesson plans, examine and review practices and collaborate to develop supports for at-risk students. Students need opportunities to better understand and retain material and to build relationships. Peer to peer interactions in a structured classroom setting are particularly impactful for English Learners and would also benefit low income and foster youth. In shorter or traditional classroom periods there is typically insufficient time for English Learners to interact with peers and engage in meaningful activities that will improve their language acquisition. A schedule is needed to accommodate these needs.</p> <p>GUSD is implementing block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low income, and foster youth.</p> <p>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</p> | \$1,797,790.00 | Yes |

building a better understanding and effective implementation of the skill. Increased students achievement and improved students behavior are additional findings from research on block scheduling.

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

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

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

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

10 Academic and Behavioral Support

Nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 25 foster youth. These student groups consistently score below the district average on most academic performance measures indicating that these students need more individualized support to meet their needs.

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

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

\$7,771,579.00 Yes

supplemental instructional support as needed.

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

By lowering the adult to student ratio by embedding additional staff with specialized training to address academic and behavioral needs of students to increase student engagement, students are able to experience higher levels of engagement and time on task with the support of the teacher and embedded behavior support assistants. Higher levels of student engagement and attention to time on task is supported in research to increase student achievement.

The Teaching and Learning Department coordinates and provides resources to support schools in developing and implementing intervention plans that incorporate multi-tiered systems of support (MTSS). A comprehensive process, inclusive of an assessment system, and a technology platform are implemented to establish, implement, monitor, and evaluate the success of interventions. Teachers are also provided training on differentiated instruction practices, including small group instruction, to better meet the needs of English Learners, low income, and foster youth.

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

11 Expanded Learning Opportunities

Nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 25 foster youth.

Research suggests that students from middle and upper income families typically spend 6,000 more hours in educational activities than students in low-income families by the time they reach 6th grade. (Saunders, M., Velasco, J., & Oakes, J. (2017) These opportunity gaps translate to substantial differences in academic achievement. Research estimates that the cumulative summer learning gap over multiple years accounts for more than half of the 9th-grade achievement difference between students from lower-income families and their more affluent peers, which in turn contributes to whether or not students enter college-

\$2,074,763.00 Yes

track high school programs and meet college-going requirements. (Alexander, K., Entwisle, D., & Olson, L. (2007) The U.S. public education system's 6-hour day and 180-day year cannot, on its own, offset the gap in out-of-school learning opportunities between students from more and less affluent families.

To ensure continuous instructional support that goes beyond the instructional day and year, low income students are provided with expanded learning opportunities in the form of extended-day kindergarten, Saturday school, summer learning camps, and before and after school tutoring (Hattie effect size .40).

The additional instructional time allows students greater access to teachers and support staff, while students receive small group, personalized instruction using supplemental evidence-based resources that are provided to support their academic needs (Hattie effect size .47).

The expanded learning opportunities focus on acceleration and enrichment, while strengthening students' sense of connection and belonging to school. Acceleration allows students to continue engaging in the grade level content in a well-planned lesson where teachers are providing the scaffolds and support necessary to access and master the content (Hattie effect size .58). This strategy supports students' continuous growth and progress. Enrichment opportunities focus on the needs of the whole child, providing comprehensive learning experiences that are grounded in developing strong cognitive, reasoning, communication, and collaboration skills.

Based on these actions, we expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years.

12 Elementary Extracurricular Opportunities

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

GUSD believes in supporting the whole child, and therefore continues to offer learning opportunities at the elementary level through extracurricular activities such as, music and chorus (Hattie effect size drama/arts 0.42, creativity 0.64) , sports, and technology (Hattie effect size 0.51) at the elementary level to increase student connectedness to school, especially for English learners, low income, and foster youth.

Research has demonstrated that music programs enhance students' language capabilities and their overall academic performance. Dr. Nina Kraus, a professor and neuroscientist at Northwestern demonstrated through her research that music instruction has an impact on

\$788,960.00 Yes

| | | | | |
|----|------------------------------------|--|--------------|-----|
| | | <p>communication skills, attention and memory, and consequently it may even close the gap between rich and poor students. Similarly, sports programs create an avenue for students to develop healthy habits while learning to collaborate and cooperate using language and cognitive skills.</p> <p>These activities are held before and after the regular school day (Hattie effect size 0.40), and allow students the opportunity to participate in extracurricular activities at their own school building a stronger connection with the school and the staff. Student survey data from recent years has indicated that students felt a strong sense of belonging at their school.</p> <p>Based on these actions, we expect low income students to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually.</p> | | |
| 13 | Elementary Library/Media Education | <p>GUSD is committed to ensuring that all English learners, low income and foster youth at the elementary level have full access to rigorous and literacy and technology rich learning experiences and opportunities that may not be readily accessible to them outside of the school system.</p> <p>Library aides and multimedia technology specialists are placed at the elementary level to create learning opportunities that offer English learners, low income, and foster youth access to a literacy and technology rich environment that may not be present in their homes. Supplemental support staffing provides students with ample access and direct support at the school library and media center on each campus where they can obtain information and resources that best support learning immediately. Libraries and the media centers provide increased access to opportunities for students to develop 21st century learning skills, receive adult guidance in finding appropriate resources and effectively utilize technology as a learning tool. With a strong focus on ensuring access to resources for English learners, low income, and foster youth, and emphasizing the integration of technology in learning, the library aides and multimedia technology specialists are strong partners with teachers in supporting student academic achievement. (Technology in other subjects Hattie effect size 0.55, Information and computer technology Hattie effect size 0.51)</p> <p>Based on these actions, we expect English learners, low income, and foster youth to accelerate their learning and close their achievement gaps at a rate higher than their grade level peers who are not English learners, low income, or foster youth. The overall proficiency and growth from the percentage of students who are in the unduplicated student group will be compared to the students who are not in the unduplicated student groups. Progress will be measured using the CAASPP ELA and Math performance and language proficiency on the Summative ELPAC.</p> | \$677,990.00 | Yes |
| 14 | Instructional Technology | <p>English learners, low income and foster youth need access to technology, chromebooks and</p> | \$62,327.00 | Yes |

| | | | | |
|----|---|---|--------------|-----|
| | Support | <p>hotspots for internet access, at home to ensure access to instruction at all times. Additional instructional technology support designed to target their unique needs will provide them with the increased resources to accelerate learning.</p> <p>As of August 17, 2021, 9,653 Chromebooks and 1,602 hotspots have been checked out to English Learners, low income and foster youth.</p> <p>The Education Technology and Instruction Support (ETIS) Department will continue to work together with the Teaching and Learning Department to provide support with specific technology integration strategies and tools that support the language acquisition of English Learners and academic progress of low income and foster youth. Ongoing training and support will be provided to teachers serving these student groups to ensure that teachers maximize the effective use of technology to enhance instruction.</p> <p>Additionally, teacher specialists in ETIS will continue supporting other departments in serving the parents and families of English learners, low income and foster youth to secure access and use of technology and the internet. This includes presentations at parent engagement events and one-on-one support as needed.</p> <p>Based on these actions, we expect every English learner, low income, and foster youth will continue to have a device and/or a hotspot that they can use in their learning environment, either at home or at school, if they have requested one. Furthermore, we expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years.</p> | | |
| 15 | Instructional Support - English learner | <p>GUSD's Newcomer students require a high-quality designated curriculum to provide the academic and social emotional support and development they need to engage in rigorous, grade-level academic learning. A high quality curriculum will allow newcomers to gain the basic English language skills as quickly as possible to have greater success within content classes. Long-Term English Learners will benefit from rigorous academic language development instruction to reclassify as proficient in English to increase their rate of acquisition in order to meet the reclassification criteria. To ensure that newcomers and LTELs have the oral and literacy skills that they need for academic success, teachers will need professional development on effective instructional practices targeted for their unique needs.</p> <p>Extended school year opportunities are offered to targeted English learners to support their linguistic needs. Newcomers and LTELs will be offered summer school courses to boost their proficiency in academic language development.</p> <p>The ELD Curriculum Study Committee (ELD CSC) will begin the review process to adopt a high quality designated ELD curriculum specialized for newcomer English language</p> | \$630,499.00 | Yes |

development.

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

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

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

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

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

Based on these actions, we expect that newcomers will be better prepared to participate in academic content classes, as demonstrated by the increased percentage of students advancing performance levels on the ELPAC.

We expect the number of LTELs who reclassify to increase and the overall percentage of LTELs will decrease.

| | | | | |
|----|---|---|--------------|-----|
| 16 | English Learner support in Dual Immersion | <p>The district is committed to an asset-based approach for serving English learners who represent almost 25% of all students. Students will utilize their language of strength as a base for language development and the acquisition of English. They will also access resources in both their primary language and English to deepen their academic understanding across the various disciplines. For this purpose, rich, authentic resources are needed in the target languages and English and personnel who will guide and coach teaching teams who work directly with English Learners.</p> <p>GUSD is proud of its FLAG dual immersion programs that are offered in 7 languages across TK-12. These programs, as demonstrated by research, are most effective for English learners, whether they are learning in their primary language or a second language. According to Thomas and Collier (2017) English learners are equally successful in achieving grade level standards as their English-speaking peers when they are given the opportunity to continue their studies in their primary language while acquiring English.</p> <p>In 2020-21, there were 729 English learners in the dual immersion programs in grades TK-8. The central office staff, including the FLAG program coordinator and the teacher specialists, work closely with the teachers and the teacher specialists at the school level to ensure that ELs in dual immersion are receiving the necessary support for developing skills in English as well as the target language. The coordinator and teacher specialists assigned to support the dual language immersion programs closely monitor student achievement towards linguistic and academic goals.</p> <p>English learners who participate in a dual language setting receive instruction in English and the target language, which is often their native language. The coordinator and teacher specialists work with teachers, providing guidance and professional development to ensure that optimal teaching strategies are employed to facilitate growth and development in their primary language and English. Examples include lessons that emphasize cognates, morpheme analysis, comprehensible input, context-embedded instruction, and connecting to students' prior knowledge to name a few. The coordinator and specialists also monitor the progress of English learners through assessment data throughout the year.</p> <p>Based on these actions, we expect that English Learners enrolled in one of the district's dual language immersion programs will have the linguistic support they need to access the full curriculum with language learning and with content instruction. The support, in turn, will result in a 5% increase in reclassification rates and a 3% increase in CAASPP scores (ELA) on an annual basis until 2023-24.</p> | \$305,717.00 | Yes |
| 17 | Expanded Opportunities - Advanced Placement Exams | <p>Low income students need access to Advanced Placement tests to maximize their opportunity to earn college credit, but the cost of the exams can be a barrier for most of the families.</p> | \$80,510.00 | Yes |

| | | | |
|----|---|----------------|-----|
| | <p>GUSD is committed to preparing students for college, career, and life, and in that effort offers opportunities that provide students with the appropriate options and experiences. By taking the Advanced Placement (AP) Exam students are able to demonstrate mastery of college-level material increasing their opportunities post-high school.</p> <p>For low income families, the cost of the AP Exam is a significant barrier. The District funds the cost of the exam for students who are considered low income, allowing them equitable access to all opportunities for college, career, and life.</p> <p>Based on these actions, we expect 100% of low income students who are enrolled in an AP course to take the AP exam.</p> | | |
| 18 | <p>Instruction-related services for Daily HS</p> <p>Allan F. Daily Continuation High School provides a dynamic and personal educational alternative to students. The school demographics include approximately 80% Socioeconomically Disadvantaged (SED) students and about 28% English Learners (EL). These student groups are at a higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs, such as what Daily High School provides, are necessary to meet the needs of English learners and low income students on their pathway to high school graduation.</p> <p>The school ensures that English learners and low income students receive individualized services that include timely intensive interventions in reading and math (Hattie effect size 0.77) and supports to accelerate their progress towards closing the achievement and the credit gaps. The increased small group (Hattie effect size 0.47) and one-to-one support is provided through additional teachers that reduce the student-to-teacher ratio and the additional instructional support staff who work closely with students. Both teachers and instructional support staff provide ongoing and timely feedback to students (Hattie effect size 0.64). Additionally, the counseling service provider works closely with the students to address their learning goals and their social-emotional needs to increase their self-efficacy (Hattie effect size 0.92) and motivation (Hattie 0.69). English learners and low income students are provided with additional alternative programs and opportunities for credit recovery, including extended learning during summer.</p> <p>Based on these actions, we expect a 5% annual increase in the graduation rate for English learners and low income students who are enrolled at Daily High.</p> | \$1,740,761.00 | Yes |
| 19 | <p>Expanded Opportunities - Transportation for Clark Magnet HS</p> <p>58.3% of Anderson W. Clark Magnet High School's enrollment qualifies for the federal free and reduced meal program, the metric identifying low income students. Many of these students who qualify to attend the school reside outside its boundaries. The student population of this magnet school is drawn from all neighborhoods in Glendale and includes the high percentage of low income students who need access to transportation to attend school. Clark Magnet High School is in the top 2% of 25,553 high schools according to the US News and World Report's 2021 Best High Schools ranking, and offers a rigorous</p> | \$1,000,000.00 | Yes |

| | | | | |
|----|--|---|--------------|----|
| | | <p>pathway in all areas of science and technology. 60% of students took at least one AP examination with 42% passing at least one exam. 75% of students at the school are proficient in math and 95% in reading proficiency. The school also has a graduation rate of 97%. In order to make access equitable for all high school students to attend Clark Magnet High School, the district provides transportation for qualifying low income students.</p> <p>In order to make access equitable for all high school students to attend Clark Magnet High School and take advantage of the opportunities offered at the school, the district provides transportation for qualifying low income students at no cost. Student pick-up areas are located at or near the students' school of residence, eliminating all barriers for students to attend Clark High School.</p> <p>Based on this action, low income students will continue to maintain a high % of enrollment and attendance at Clark Magnet High School. The academic achievement of low income students will increase by 5% annually, as measured by the CAASPP assessment. Additionally, low income students will demonstrate an increased rate of a-g completion and graduation rate.</p> | | |
| 20 | Intervention Support - Elementary Schools | <p>GUSD provides intensive intervention support for students in TK-6 who are demonstrating academic gaps based on the grade level expectations, as measured by local and state assessments. After a careful evaluation of the data, schools design a targeted intervention plan that incorporates evidence-based strategies to close the academic gaps. The implementation of the interventions is supported and monitored by the school leadership and the central office. Ongoing data is provided to monitor progress, and professional development opportunities are offered to continue building capacity for teachers and the instructional support staff.</p> | \$135,292.00 | No |
| 21 | Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1) | <p>The Super Tutor Program is designed to establish a team of academic tutors who can support their peers in various content areas. These are current students who have applied for and participated in a rigorous training to prepare as a tutor. To receive services from a Super Tutor, students will be recommended by their teachers or counselors, and they may also self-select to participate. The tutoring services will be offered before and after school, as well as during lunch, in-person.</p> <p>The program is unique in that in addition to subject mastery, super tutors participate in a certification training on effective tutoring and teaching practices. Tutors will possess both content mastery and effective pedagogical practices to maximize impact on achievement. Super Tutors are compensated for their services. Super Tutors were implemented in various schools on a volunteer basis in the past and were implemented more extensively during Summer 2021. This program provides tutors and tutees with a great learning and growth experience.</p> | \$0.00 | No |

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

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

Specifically:

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

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

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|---|----------------|----------------|----------------|---|
| Attendance rate | 96.6% | | | | 98.1% |
| Chronic Absenteeism Rate (2019 Dashboard) | 6.3% | | | | 0.3% |
| Middle School Dropout Rate | 0% | | | | maintain at 0% |
| High School Dropout Rate | 2.4% | | | | 0.9% |
| Expulsion Rate | 0% | | | | maintain at 0% |
| Suspension Rate (DataQuest 2019-2020) | 1.6% | | | | 0.1% |
| PBIS major/minor incidents (SWIS) | Major: 1455 Minor: 3505 | | | | Major: 1426 Minor: 3435 |
| Percentage of favorable outcomes on Panorama survey for grades 4 and 5 (Spring 2021) | Emotion Regulation 45% favorable Growth Mindset 61% favorable Self-Efficacy 61% favorable Sense of Belonging (connectedness) 70% favorable Social Awareness 70% favorable | | | | Emotion Regulation 54% favorable Growth Mindset 70% favorable Self-Efficacy 70% favorable Sense of Belonging (connectedness) 79% favorable Social Awareness 79% favorable |
| Percentage of favorable outcomes on Panorama survey | Emotion Regulation 49% favorable Growth Mindset 54% | | | | Emotion Regulation 58% favorable Growth Mindset 63% favorable |

| | | | | | |
|--|--|--|--|--|---|
| for students in grades 6-12 (Spring 2021) | favorable Self-Efficacy 49% favorable Sense of Belonging (connectedness) 43% favorable Social Awareness 64% favorable | | | | Self-Efficacy 58% favorable Sense of Belonging (connectedness) 52% favorable Social Awareness 73% 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 | | | | 85% |
| % of parents who express satisfaction with their opportunities to participate in training to support student learning (School Planning Survey question #8 "Parent meetings are focused on training for parents to help support student learning. ") | 66.5% Strongly Agree & Somewhat Agree | | | | 55.5% |
| % of parents who express satisfaction with their | 88.7% Strongly Agree & Somewhat Agree | | | | 97.7% |

| | | | | |
|--|------------------------------|---|--|--|
| 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. ") | | | | |
| Sense of Safety | Staff Students Parents | Will determine baseline in 2021-22 using a local stakeholder survey | | Will determine desired outcome in 2021-22 using a local stakeholder survey |
| Sense of Connectedness | Staff Students Parents | Will determine baseline in 2021-22 using a local stakeholder survey | | Will determine desired outcome in 2021-22 using a local stakeholder survey |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------|---|--------------|--------------|
| 1 | Student Services | <p>GUSD students who are in foster care or are experiencing financial hardship require additional systemic support to decrease barriers that make it difficult for these students to succeed academically. They need attendance support to decrease absenteeism which makes it difficult for them to acquire consistent education and cultivate strong peer relations. The Student Wellness Services (SWS) Department staff provide early interventions to reduce chronic absenteeism for low income and foster youth.</p> <p>The Students Wellness Services Department staff monitor students' attendance who are in foster care or experiencing financial hardship to identify students who need support in improving their attendance. Staff make weekly phone calls to parents, whose child is exhibiting attendance issues, to identify the student needs and provide additional support to the students and their families. The interns assigned to each school meet with students with chronic absenteeism individually to provide additional support based on the student and their family's needs. Additionally, the SWS department provides families with food resources to assist them in meeting basic needs. The SWS staff links students and their families to the various agencies in the community to provide interventions and supports to address food insecurity, sheltering, clothing, and more.</p> <p>This action supports GUSD's efforts in creating a comprehensive system to engage students and families, and in offering a learning environment where every student and family feels connected and supported, and resources and opportunities are provided</p> | \$459,278.00 | Yes |

| | | | | |
|---|------------------------------|--|--------------|-----|
| | | <p>equitably.</p> <p>Based on the support provided, the chronic absenteeism rate for low income and foster youth will decrease by 1% a year from 6.3% to 3.3% over three years and student engagement in school activities and academic achievement will increase (CAASPP math up 2% a year from 54% to 60% and ELA up 2% a year from 64% to 70%).</p> | | |
| 2 | Health and Wellness Services | <p>Social Emotional Learning and Support are at the forefront of everyone's work in GUSD. The Student Wellness Services (SWS) Department staff work closely with each school's administrative team to ensure that all students and families receive the supports needed. SWS Department also provides social work supervisors to provide guidance, training, and assistance to social work interns. Individual and group counseling, parent support groups, social emotional support through psychological service providers are offered based on identified needs. Additional psychological service providers support all schools with individual and group counseling and parent support groups. The foster/homeless counselor provides academic, attendance, social emotional, and support services limited to unduplicated students and families.</p> <p>The students who are in Foster Care or experiencing financial hardship require social and emotional support more than ever before. These families have been significantly impacted by the situations resulting from the pandemic due to their socioeconomic challenges, language barriers, and unstable home environments. The students in Foster Care or experiencing financial hardship face many challenges that affect their mental health; thus, there is a need to provide mental health services to these students.</p> <p>The Student Wellness Services Department staff (psychological services providers and interns) will conduct strengths based, culturally competent individualized intakes and assessments to identify the critical needs and provide appropriate supports. The staff will provide individual counseling that will focus on mutually agreed upon treatment objectives. The staff will 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 on topics such as social skills, motivational skills, anger management skills, etc. The staff will collaborate closely with students' parents and the educational team. The staff will conduct parent workshops to ensure the families are empowered with skills and supported alongside their child.</p> <p>Based on the actions provided, there will be 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> | \$688,918.00 | Yes |

3 Parent Engagement/Outreach

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

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

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

\$1,404,144.00 Yes

support the continuous progress of the foster youth,

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

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

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

4 Restorative Justice and PBIS

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

To enhance prevention efforts in regard to drugs and violence in GUSD schools, the district is implementing a comprehensive roll out of the Positive Behavior Interventions and Supports (PBIS) program in conjunction with the Los Angeles County Office of Education (LACOE). With a district teacher specialist to guide the implementation, GUSD has phased in the implementation of PBIS over several years with all schools reaching full implementation at the end of the 2023-24 school year. As an additional step during or after PBIS implementation, school staff are encouraged to implement Restorative Practices in their classrooms to further enhance community building. Training in restorative practices will also be coordinated by the district teacher specialist.

As a result of implementing comprehensive PBIS programs and Restorative Practices programs on each GUSD campus, students will feel more connected to the adults and other students on campus which will result in lower instances of drug use, violence, and major campus disruptions. The PBIS program enhances systems to track and measure student behavior instances. Using those systems, each school will reduce major behavior incidences, including drugs and violence, by at least 5% per year. These improvements will be reflected on the state dashboard related to suspensions for each subgroup.

\$531,252.00 No

| | | | | |
|---|--|--|----------------|----|
| | | Restorative practices is a program that provides all adults and students on campus the opportunity for dialogue, correct the wrong, restore the wrong that was done. Students learn how to deal with their issues in positive and productive manner and in majority of cases, solve particular issues for long term. | | |
| 5 | Health and Wellness Services - Special Education | The Special Education Services (SES) Department staff provides counseling services to students per their IEPs. School psychologists support students and school sites to address the social emotional needs of students. GUSD provides psychological service providers to provide counseling services to students with IEPs in order to access their educational/academic program. In an effort to remain in compliance with students IEPs and legally defensible, additional psychological service providers are need to meet the demands of students' social emotional needs of students to access academic program. GUSD provide additional nurse support for medically fragile students. | \$1,510,310.00 | No |
| 6 | Communication and Surveys | To ensure an ongoing communication with families, the District will continue the use of the Q student information system, where students and parents are able to access timely student information. Various school and district surveys are administered throughout the school year to gather input from families, students, and staff. These are administered to identify areas of need for districtwide and schoolwide services. Surveys focus on sense of belonging, safety, and trust, among other topics. The outcomes inform district next steps. GUSD will continue the use of the Panorama Survey as well as other locally developed surveys. Furthermore, the district and school websites will continue to be maintained and enhanced to provide families with ample current resources and a centralized location for obtaining information as needed. GUSD utilizes a number of methods to increase communication and provide multiple opportunities for parents to engage with and benefit from their schools and the district. | \$273,000.00 | No |
| 7 | Guidance and Counseling | Glendale Unified School District Middle and High School Counselors aim to serve as advocates and visionary leaders to assist students in acquiring the skills, attitudes and beliefs to become lifelong learners and productive members in our society. School Counselors will provide a multi-tiered system of support that includes culturally-inclusive practices to address the academic, college/career, and personal/social development of all students. School Counselors facilitate the comprehensive school counseling program in collaboration with students, parents, teachers, school/district staff and community. As vital | \$4,537,832.00 | No |

members of the educational team, School Counselors strive to support all students in finding their purpose and effectively managing future challenges. School Counselors assist students with succeeding in school and progressing confidently into a diverse society and in their chosen endeavors.

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 copus tours, guest speakers, dual enrollment classes, and programs that partner with local colleges.

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

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

Goal

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

An explanation of why the LEA has developed this goal.

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

Specifically:

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

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

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

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome 2023-2024 |
|--|----------|----------------|----------------|----------------|---------------------------|
| Fully credentialed and appropriate assigned teachers | 96% | | | | maintain at 100% |
| Access to standards-aligned instructional materials | 100% | | | | maintain at 100% |

experiences.

Goal Analysis 2021-2022

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.

Not applicable to this year's LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable to this year's LCAP cycle.

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

Not applicable to this year's LCAP cycle.

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.

Not applicable to this year's LCAP cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-2022

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 10.62% | \$23,733,823.00 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

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

Schoolwide: Goal 1: Actions 18, 19

For the 2021-22 school year, the District is estimated to receive approximately \$23,733,823 in supplemental funds based on unduplicated pupil counts (English learner, low income, and foster youth). This equates to 10.62% of increased and improved services. These funds will be expanded to attain the goals and actions described below, as contributing to increased and improved services principally directed toward GUSD's low income, foster youth, and English learner students. It is GUSD's belief that the most effective way to provide opportunities to targeted student groups is through the following priorities.

Goal 1

Action 7: Instructional Support - School Level

GUSD has a very diverse student population, including nearly half of students being socioeconomically disadvantaged and nearly a quarter of students English learners. The district also has 25 foster youth. These student groups consistently score below the district average on most academic performance measures indicating that these students need more individualized support to meet their needs. Grades and course passage rates leading to a-g fulfillment are also consistently low. Implementation of targeted interventions designed by the school based on the specific needs of students have demonstrated a positive impact on student achievement as demonstrated by the formative data points from diagnostic and formative assessments. These interventions are tailored to the identified needs, and are delivered by the school staff who have a connection with the students and their families. Furthermore, site-specific interventions allow for continuity of supports and services for underperforming English learners, low income, and foster youth as they progress through the year.

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

Furthermore, teachers are provided with time throughout the school year to collaborate on analyzing the assessment results, examining the data, and planning the targeted intervention services for English learners, low income and foster youth. Instructional resources and materials, including manipulatives, specialized resources, computer programs, graphic organizers, technology resources, interactive boards, visual displays, etc. are utilized to maximize and accelerate student access and academic performance.

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

Action 8: Instructional Support - Elementary

English learners, low income, and foster youth benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support and to clarify their questions. The district considered students' needs for increased instructional support, checks for understanding, and opportunities for clarification when determining next steps to support our unduplicated pupils. Unduplicated pupils face additional challenges, such as language barriers and fewer resources and instructional support at home due to various family circumstances. They thrive in a safe and engaging learning space where they are exposed to academically and linguistically rich environments, and have access to instructional resources and comprehensible learning experiences. They need more direct support at school including more time with teachers, more targeted and frequent feedback and intervention, and more opportunities to check for understanding. Through the implementation of the Technology Learning Pods (TLP) and the Facilitated Learning Centers (FLC) during the pandemic, where English learners, low income, and foster youth received instruction on campus, the impact of the structured and focused learning environment was evident. Students received guided direct instruction in

their grade level content. Ongoing individualized and small group support increased the teacher/student interaction and allowed for monitoring of their progress.

Combination (split) classes at the elementary level reduce these students' access to the teacher and staff, as they require a greater level of independence on the students' part. Offering single grade classes at the elementary level instead of splitting classes among two grade levels maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.

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

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

Action 9: Instructional Support - Secondary

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

GUSD is implementing block scheduling at the middle and high school levels to increase student access to courses through the addition of a 7th period class and to expand the instructional time for English learners, low income, and foster youth.

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

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

Furthermore, block scheduling increases opportunities for building connections and communities among staff and students, with increased time for collaboration and planning. Student connectedness is a key factor for the success of English learners, low income, and foster youth. The longer instructional time provides students with extended learning opportunities where positive, trusting relationships can be cultivated between students and staff. Furthermore block scheduling allows for more opportunities for longer and more frequent student/teacher instruction and interaction.

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

Block scheduling provides academic access and support which allows for improved and increased services principally directed towards unduplicated students to increase student achievement, improve involvement and engagement, and increase opportunities for developing positive relationships with adults and peers.

Based on these actions, we expect the implementation of a block schedule to significantly improve the academic performance of English learners, low income, and

foster youth, which will be measured by an increased average GPA for these groups by 0.2 per semester.

Action 10: Academic and Behavioral Support

Nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 25 foster youth. These student groups consistently score below the district average on most academic and behavior performance measures indicating that these students need more individualized support to meet their needs. The data from the most recent CA Dashboard demonstrates that foster youth are in the red band and English Learners and low socioeconomic status students are in the orange band for suspension rates. For English Language Arts, English Learners were in the orange band and low socioeconomic status students were in the yellow band (foster youth group not assigned a band). This action addresses these academic and behavioral gaps for the unduplicated students.

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

Instructional assistants work closely with the students within their general education classrooms to increase and improve services related to academic and behavioral needs of English learners, low income, and foster youth. These services improve access, attendance, engagement, and student achievement. Instructional assistants provide academic and primary language support to help increase access to curriculum and provide targeted and supplemental instructional support as needed. Instructional assistants in the general education classes provide improved and increased services principally directed towards unduplicated students by increasing access to a rigorous curriculum through personalized teaching, small group instruction and intervention, primary language support, academic one-on-one or small group academic coaching opportunities and increased access to curriculum.

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

By lowering the adult to student ratio by embedding additional staff with specialized training to address academic and behavioral needs of students to increase student engagement, English learners, low income, and foster youth are able to experience higher levels of engagement and time on task with the support of the teacher and embedded behavior support assistants. Higher levels of student engagement and attention to time on task is supported in research to increase student achievement. English learners, low income and foster youth often struggle to connect and build trusting relationships with school and staff. Having instructional assistants in the classroom helps support students academically as well as socio-emotionally by promoting and developing positive relationships and cultivating a learning environment where students can thrive.

GUSD's English learner, low income, and foster youth continue to struggle and demonstrate higher rates of behavior and suspension consequences. Additional classroom support is provided to create access to and provide additional support for unduplicated student groups in general education programs. Additional support continues to be provided to students who exhibit educational and behavioral challenges. Transitioning to a new school, gaps in education, lack of English proficiency, and developing peer and teacher relationships can be challenging for unduplicated students. Instructional assistants in the general education classroom allows for improved and increased services principally directed towards unduplicated students to provide more individualized, personal attention, increased academic support/success and opportunities to develop positive relationships with peers/adults on campus.

The Teaching and Learning Department coordinates and provides resources to support schools in developing and implementing intervention plans that incorporate multi-tiered systems of support (MTSS). A comprehensive process, inclusive of an assessment system, and a technology platform are implemented to establish, implement, monitor, and evaluate the success of interventions. Teachers are also provided training on differentiated instruction practices, including small group instruction, to better meet the needs of English Learners, low income, and foster youth.

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

Action 11: Expanded Learning Opportunities

Nearly half of all GUSD students are socioeconomically disadvantaged and nearly a quarter of all students are English learners. GUSD also serves approximately 25 foster youth. Research suggests that students from middle and upper income families typically spend 6,000 more hours in educational activities than students in low-income families by the time they reach 6th grade. (Saunders, M., Velasco, J., & Oakes, J. (2017) These opportunity gaps translate to substantial differences in academic achievement. Research estimates that the cumulative summer learning gap over multiple years accounts for more than half of the 9th-grade achievement difference between students from lower-income families and their more affluent peers, which in turn contributes to whether or not students enter college-track high school programs and meet college-going requirements. (Alexander, K., Entwisle, D., & Olson, L. (2007) The U.S. public education system's 6-hour day and 180-day year cannot, on its own, offset the gap in out-of-school learning opportunities between students from more and less affluent families.

To ensure continuous instructional support that goes beyond the instructional day and year, low income students are provided with expanded learning opportunities in the form of extended-day kindergarten (all GUSD kindergarten classes are half-day), Saturday school, summer learning camps, and before and after school tutoring (Hattie effect size .40).

The additional instructional time allows students greater access to teachers and support staff, while students receive small group, personalized instruction using supplemental evidence-based resources that are provided to support their academic needs (Hattie effect size .47).

The expanded learning opportunities focus on acceleration and enrichment, while strengthening students' sense of connection and belonging to school. Acceleration allows students to continue engaging in the grade level content in a well-planned lesson where teachers are providing the scaffolds and support necessary to access and master the content (Hattie effect size .58). This strategy supports students' continuous growth and progress. Enrichment opportunities focus on the needs of the whole child, providing comprehensive learning experiences that are grounded in developing strong cognitive, reasoning, communication, and collaboration skills.

Based on these actions, we expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years. We expect that low income and foster youth will increase their performance on the iReady districtwide diagnostic (elementary) and the NWEA MAP diagnostic (secondary) as follows:

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

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

The i-Ready percentage of foster youth who scored on or above level in reading will increase from 50% (Spring 2021) to 58% (Spring 2022).

The i-Ready percentage of foster youth who scored on or above level in math will increase from 13% (Spring 2021) to 20% (Spring 2022).

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

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

The NWEA MAP percentage of foster youth who scored average, high-average, or high in reading will increase from 36% (Spring 2021) to 44% (Spring 2022).

The NWEA MAP percentage of foster youth who scored average, high-average, or high in math will increase from 9% (Spring 2021) to 17% (Spring 2022).

Action 12: Elementary Extracurricular Opportunities

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

GUSD believes in supporting the whole child, and therefore continues to offer learning opportunities at the elementary level through extracurricular activities such as, music and chorus (Hattie effect size drama/arts 0.42, creativity 0.64) , sports, and technology (Hattie effect size 0.51) at the elementary level to increase student connectedness to school, especially for English learners, low income, and foster youth.

Research has demonstrated that music programs enhance students' language capabilities and their overall academic performance. Dr. Nina Kraus, a professor and

neuroscientist at Northwestern demonstrated through her research that music instruction has an impact on communication skills, attention and memory, and consequently it may even close the gap between rich and poor students. Similarly, sports programs create an avenue for students to develop healthy habits while learning to collaborate and cooperate using language and cognitive skills.

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

Based on these actions, we expect low income and foster youth to accelerate achievement as measured by the CAASPP in ELA and mathematics in order to close achievement gaps by 3% annually. We expect our percentage of EL students making progress towards proficiency to increase from 58.3% progress (2019) by 3% a year to reach 67.3% in three years.

Action 13: Elementary Library/Media Education

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

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

Access to primary language materials, software programs, and guided supplemental instructional lessons provides students with access to relevant and meaningful learning experiences to encourage and advanced learning across all content areas. Library aides and multimedia technology specialists provide improved and increased services primarily directed towards English learners, low income, and foster youth.

Based on these actions, we expect English learners, low income, and foster youth to accelerate their learning and close their achievement gaps at a rate higher than their grade level peers who are not English learners, low income, or foster youth. The overall proficiency and growth from the percentage of students who are in the unduplicated student group will be compared to the students who are not in the unduplicated student groups. Progress will be measured using the CAASPP ELA and Math performance and language proficiency on the Summative ELPAC.

Action 14: Instructional Technology Support

English learners, low income and foster youth need access to technology, chromebooks and hotspots for internet access, at home to ensure access to instruction at all times. Additional instructional technology support designed to target their unique needs provide them with the increased resources to accelerate learning.

As of August 17, 2021, 9,653 Chromebooks and 1,602 hotspots have been checked out to English Learners, low income and foster youth.

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

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

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

Action 15: Instructional Support - English Learners

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

Extended school year opportunities are offered to targeted English learners to support their linguistic needs. Newcomers and LTELs are offered summer school courses to boost their proficiency in academic language development.

The ELD Curriculum Study Committee (ELD CSC) will begin the review process to adopt a high quality supplemental ELD curriculum specialized for newcomer English language development to expand support for designated ELD for newcomers.

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

GUSD's English learners and low income students have struggled to meet the State standards and demonstrate proficiency in ELA and Math. Oftentimes, language barriers and minimal educational opportunities serve as obstacles for achievement and advancement. GUSD provides teachers specialists at each school aimed at supporting the academic development of English learners and low income students. Teacher specialists develop and monitor the instructional programs to ensure mastery of ELD standards and language production. They are trained in and provide support to the school sites in academic language development, ELD standards, ELD framework, evidence based strategies and differentiated instruction to assist teachers and students with implementation and monitoring strategies and interventions for unduplicated students. Teacher Specialists provide increased and improved services such as instructional support principally directed towards ELs and low income students to improve academic success and more individualized attention and support.

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

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

Expanded learning opportunities are provided to students identified as Long Term English Learners . For all EL students, there is access to site-specific ELD teachers

after school for consult and support, the use of peer tutors at lunch and break times, and access to online tutoring programs.

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

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

Action 16: English Learner Support in Dual Immersion

The district is committed to an asset-based approach for serving English learners who represent almost 25% of all students. The district considered English Learners' need for increased instructional and language support. English Learners face additional challenges, such as language barriers and fewer resources and instructional support at home due to various family circumstances. They thrive in a safe and engaging learning space where they are exposed to academically and linguistically rich environments, and have access to instructional resources and comprehensible learning experiences. They need greater access to resources and opportunities for growth at school. The District is continuing to provide a coordinator and teacher specialists to support English learners in dual immersion programs because our implementation to date shows that English learners are generally making progress on English language proficiency as evident by their ELPAC scores.

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

In 2020-21, there were 729 English learners in the dual immersion programs in grades TK-8, however generally English learners are under-performing academically. English learners with fluency in their primary language who enter the FLAG programs after 1st grade require targeted support in English language development while maintaining the home language. This is of greater importance for ELs at the secondary level to ensure that they are meeting a-g requirements and are on the college and career pathway. The central office staff, including the FLAG program coordinator and the teacher specialists, work closely with the teachers and the teacher specialists at the school level to ensure that ELs in dual immersion are receiving the necessary support for developing skills in English as well as the target language. The coordinator and teacher specialists assigned to support the dual language immersion programs closely monitor student achievement towards linguistic and academic goals. This coordinated support districtwide allows us to monitor these programs and the progress of English learners and low income students. Specialized curriculum, targeted instruction in the target and in English during the English block provide services to best meet their diverse needs and decrease barriers to learning.

English learners who participate in a dual language setting receive instruction in English and the target language, which is often their native language. The coordinator and teacher specialists work with teachers, providing guidance and professional development to ensure that optimal teaching strategies are employed to facilitate growth and development in their primary language and English. Examples include lessons that emphasize cognates, morpheme analysis, comprehensible input, context-embedded instruction, and connecting to students' prior knowledge to name a few. The coordinator and specialists also monitor the progress of English learners through assessment data throughout the year.

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

Action 18: Instruction-related services for Daily HS

Allan F. Daily Continuation High School provides alternative dynamic and personal educational programs to unduplicated students seeking a more personalized and smaller school learning environment. The school demographics include approximately 80% Socioeconomically Disadvantaged (SED) students and about 28% English

Learners (EL). These student groups are at a higher risk of dropping out of school before graduation. Alternative targeted and individualized educational programs, such as what Daily High School provides, are necessary to meet the needs of English learners and low income students on their pathway to high school graduation. While the data on high school graduation rate does not show an increase between 2019 and 2020, the pandemic presented a significant challenge in meeting the very unique needs of the students at Daily. The designed and personalized supports were challenging to implement during distance learning as the needs of the students are often beyond academics. In addition, the attrition rate at the school makes identifying a clear graduation rate challenging. Their progress needs to be monitored closely and in-person supports must be readily available to tackle the academic, socio-emotional, behavioral, and other needs. The reopening of campuses will allow the school to implement the supports and see gains in the graduation rate. The District is continuing to provide additional support to English learners and low income students to Daily High School because our implementation to date and input from staff show that students who are receiving the targeted support have improved attendance and engagement.

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

GUSD continues to support Daily High School with programs and a smaller learning environment which provides improved and increased services principally directed towards unduplicated students in an effort to better meet the individual needs, unique personal challenges, improve graduation rates, provide educational alternatives, and create more personalized relationships with adults.

Based on these actions, we expect a 5% annual increase in the graduation rate for English learners and low income students who are enrolled at Daily High.

Action 19: Expanded Opportunities - Transportation for Clark High School

58.3% of Anderson W. Clark Magnet High School's enrollment qualifies for the federal free and reduced meal program, the metric identifying low income students. It is a magnet high school specializing in STEM programs using a district-wide lottery procedure to determine student enrollment. Providing bus transportation to students who are low income allows them the opportunity to attend the school and maintain a high attendance rate. As of 2019, low-socioeconomic students an average of 6.1 days absent, which is lower than the districtwide average of 8.1 for the same student group (<https://data1.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=19645681996131&year=2018-19>). Additionally, as of 2020, the district graduation rate for low income students is 86%, while the graduate rate for low income students at Clark is 96% (<https://data1.cde.ca.gov/dataquest/dqcensus/CohRateLevels.aspx?agglevel=district&year=2019-20&cds=1964568>). The District is continuing to provide this additional support to low income students attending Clark High School because our data shows that these students have improved attendance and higher graduation rate.

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

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

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

Goal 2

Action 1: Student Services

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

The Student Wellness Services (SWS) Department staff provide early interventions to reduce chronic absenteeism for low income and foster youth.

GUSD students who are in foster care or experiencing financial hardship require additional systemic support to decrease barriers that make it difficult for these students to succeed academically. They need attendance support to decrease absenteeism which makes it difficult for them to acquire consistent education and cultivate strong peer relations.

The Students Wellness Services Department staff monitor students' attendance who are in foster care or experiencing financial hardship to identify students who need support in improving their attendance. Staff make weekly phone calls to parents, whose child is exhibiting attendance issues, to identify the student needs and provide additional support to the students and their families. The interns assigned to each school meet with students with chronic absenteeism individually to provide additional support based on the student and their family's needs. Additionally, the SWS department provides families with food resources to assist them in meeting basic needs. The SWS staff links students and their families to the various agencies in the community to provide interventions and support to address food insecurity, sheltering, clothing, and more.

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

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

Action 2: Health and Wellness Services

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

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

The Student Wellness Services Department staff (psychological services providers and interns) conduct strengths based, culturally competent individualized intakes and assessments to identify the critical needs and provide appropriate support. The staff provides individual counseling that focuses on mutually agreed upon

treatment objectives. The staff provides rehabilitative services to students which might include assistance in restoring or maintaining a student's functional skills, daily living skills, social skills, and linking up to needed community services and support resources. Group counseling focuses on topics such as social skills, motivational skills, anger management skills, etc. The staff collaborates closely with students' parents and the educational team. The staff conducts parent workshops to ensure the families are empowered with skills and supported alongside their child.

GUSD continues to identify a need to provide additional psychological support and early interventions to unduplicated students, while providing extra training to staff in how to best meet the needs of English learners, low income, and foster youth. The increased availability of psychologists allows for key interventions to be implemented prior to referrals for further assessment. The additional psychologists provide improved and increased services principally directed towards unduplicated students to increase academic and social success in an effort to avoid over identification of students needing psychological assessment.

Based on the actions provided, there will be improvement in students' social and emotional well being, improved peer relations, improved school attendance, and greater academic functioning as measured by student surveys and academic performance measures.

Action 3: Parent Engagement/Outreach

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

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

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

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

GUSD is a diverse community where approximately 64 languages are spoken representing students from a wide range of ethnicities, socio-economic status levels and languages. Parents of many of these families, particularly English learners, low income and foster youth face daunting barriers to becoming engaged with their children's schools and education and may oftentimes feel disconnectedness to their child's education and District and school events and activities. Research shows that parent involvement and engagement supports and increases school connectedness and has a positive impact on student achievement. In an effort to ensure that all families have access to these meaningful experiences, GUSD's in-house translators/interpreters provide consistent language assistance in multiple languages at all

in-person events and also through translated documents. The availability of oral and written translations provides improved and increased services principally directed towards unduplicated students and parents by increasing engagement and awareness for those who may not be able to participate and or be engaged in their child's education due to language, cultural and socio-economic barriers.

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

The District has determined that the actions described here are the most effective use of the funds to support the progress of English learners, low income, and foster youth. This is based on the identified specific needs of these student groups, which includes families' time and resource deficiencies and the language barriers which impact students' academic progress and engagement with school. These actions are directed to address these gaps and are grounded in evidence-based research as cited within the individual actions. Additionally, the continuing actions are based on the associated outcomes seen in students' academic and behavioral performance from implementation to date.

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

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

For the 2021-22 school year, the District is estimated to receive approximately \$23,733,823 in supplemental funds based on unduplicated pupil counts (English learner, low income, and foster youth). This equates to 10.62% of increased and improved services. The 2021-22 LCFF Supplemental Funds are budgeted to attain the goals and actions principally directed towards increased and improved services for English learners, low income, and foster youth. GUSD is committed to meeting the unique needs of these students and ensures their academic and social emotional growth through the priorities described in the specific goals and actions.

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

Schoolwide: Goal 1: Actions 18-19

Limited: Goal 1: Action 17

All schools in GUSD serve students who are English learners and socio-economically disadvantaged, and foster youth are enrolled in many of our schools. The LCAP goals and actions contributing to increased and improved services address the districtwide needs of these student groups as identified through local and state academic and student engagement data, survey data, and parent/family input. Our last complete CA Dashboard year was 2019, and we saw some indicators with declining outcomes: chronic absenteeism (ELs, SpEd, Homeless, low SES, African American, White, Hispanic, and Foster) and suspension rates increased (ELs, SpEd, Homeless, low SES, African American, foster, Hispanic, and White) and graduation rates decreased (ELs, SpEd, Homeless, low SES, and White). English Language Arts performance (ELs) and college/career readiness (ELs and Homeless) maintained their levels. We need to address all of these indicators to ensure continued student success. Although GUSD has worked rigorously to meet the needs of these students during the past two year, we know that the impact of the pandemic has exacerbated the challenges faced by these students and families, and these specific actions focus on providing increased learning and engagement opportunities, as well as improving the services that continue to support learners and their families.

Maximize Student Achievement for English learner, low income, and foster youth: One of the most challenging obstacles to underprivileged students is the compounded learning pace that may exist in a classroom environment. Some of these students may fall behind and not achieve grade level proficiency due to circumstances beyond their control such as attending multiple schools in a year. The impact of the pandemic and school closures has also had a significant impact on these students' progress, as they academically and socially thrive most in a classroom setting with direct support from teachers and staff. To mitigate this, for the 2021-22 school year, GUSD is eliminating split/combo grade classes at the elementary level, and is launching block scheduling at the secondary level. English learners, low income, and foster youth benefit greatly from individualized and targeted instruction, where they have the increased opportunity for one-on-one support

and to clarify their questions. Combination (split) classes at the elementary level reduce these students' access to the teacher and staff, as they require a greater level of independence on the students' part. Offering single grade classes at the elementary level instead of splitting classes among two grade levels maximizes the teacher's effectiveness in providing immediate academic support and feedback to English learners, low income, and foster youth.

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

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

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

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

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

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

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

With exception of Action 17 in Goal 1 which is limited to low income students, all increased and improved services actions are principally directed and required to serve GUSD's unduplicated student groups as determined by our comprehensive needs analysis and input from stakeholders. The 10.62% of the LCFF funding to increase or improve services is principally directed to actions that provide equity and access through multi-tiered interventions and professional development to better support the academic and social-emotional needs of English learners, low income, and foster youth.

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

1.7: Carefully planned, school-specific, and evidence-based intervention are implemented throughout the year and are monitored using local and state measures.

Collaborative data reviews, training, and planning that are focused on the identified needs of English learners, low income and foster youth are incorporated into the schools' master schedule. Professional development opportunities support effective implementation of the intervention strategies.

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

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

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

1.11: English learners, low income, and foster youth often have very few opportunities for expanded learning beyond the school day and the school year. GUSD offers multiple opportunities to increase and improve services for these students beyond the school day. Students are invited to participate in before and after school, extended day kindergarten, summer and Saturday school offerings where trained teachers support them academically and behaviorally. Students are able to enhance their skills and complete any missed courses, while deepening their connection with the school community. These opportunities are primarily directed to supporting English learners, low income, and foster youth.

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

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

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

1.15: Newcomer and Long Term English learners (LTEL) require a high quality designated curriculum and instruction to support their unique needs. Central office staff works closely with teacher specialists at each school to carefully design and implement instructional support for these learners that includes selection of a curriculum, identification of specific language development strategies, specifically focusing on oral language development for newcomers and academic language for LTELs. Training and support is provided to teachers to ensure effective planning and implementation of strategies and the curriculum. Additionally, resources and support are also provided to families of newcomers and LTELs through workshops focusing on how to support these learners at home and materials for use at home. This action is primarily directed towards increasing and improving services for English learners and will support their progress towards language proficiency and reclassification at a higher rate.

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

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

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

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

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

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

Expenditure Tables

Total Expenditures Table

| Totals: | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---------|------------|-------------------|-------------|---------------|-------------|-----------------|---------------------|
| | | | | | | | |

| | | | | | | |
|--------|------------------|--|--|------------------|------------------|-----------------|
| Totals | \$235,261,468.00 | | | \$235,261,468.00 | \$205,968,749.00 | \$29,292,719.00 |
|--------|------------------|--|--|------------------|------------------|-----------------|

| Goal # | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------|----------|--|--|-----------------|-------------------|-------------|---------------|-----------------|
| 1 | 1 | Instruction and Professional Development | All | \$3,128,553.00 | | | | \$3,128,553.00 |
| 1 | 2 | Instruction-related services for special education | Student with Disabilities (SWD) | \$35,922,680.00 | | | | \$35,922,680.00 |
| 1 | 3 | English Learner Support (repeated expenditure, Goal 1, Action 1) | English learner (EL) | | | | | \$0.00 |
| 1 | 4 | College, Career, and Life Readiness | All | \$2,732,917.00 | | | | \$2,732,917.00 |
| 1 | 5 | Educational Technology | All | \$1,372,227.00 | | | | \$1,372,227.00 |
| 1 | 6 | Gifted and Talented Education (GATE) | All | \$100,000.00 | | | | \$100,000.00 |
| 1 | 7 | Instructional Support - School Level | English learner (EL), Low Income, Foster Youth | \$2,616,076.00 | | | | \$2,616,076.00 |
| 1 | 8 | Instructional Support - Elementary | Foster Youth, Low Income, English learner (EL) | \$3,179,310.00 | | | | \$3,179,310.00 |
| 1 | 9 | Instructional Support - Secondary | Foster Youth, English learner (EL), Low Income | \$1,797,790.00 | | | | \$1,797,790.00 |
| 1 | 10 | Academic and Behavioral Support | English learner (EL), Low Income, Foster Youth | \$7,771,579.00 | | | | \$7,771,579.00 |
| 1 | 11 | Expanded Learning Opportunities | Low Income, Foster Youth, English learner (EL) | \$2,074,763.00 | | | | \$2,074,763.00 |
| 1 | 12 | Elementary Extracurricular Opportunities | English learner (EL), Low Income, Foster Youth | \$788,960.00 | | | | \$788,960.00 |
| 1 | 13 | Elementary Library/Media | Low Income, | \$677,990.00 | | | | \$677,990.00 |

| | | | | | | | | |
|---|----|--|--|----------------|--|--|--|----------------|
| | | Education | English learner (EL), Foster Youth | | | | | |
| 1 | 14 | Instructional Technology Support | Low Income, Foster Youth, English learner (EL) | \$62,327.00 | | | | \$62,327.00 |
| 1 | 15 | Instructional Support - English learner | Low Income, English learner (EL) | \$630,499.00 | | | | \$630,499.00 |
| 1 | 16 | English Learner support in Dual Immersion | English learner (EL) | \$305,717.00 | | | | \$305,717.00 |
| 1 | 17 | Expanded Opportunities - Advanced Placement Exams | Low Income | \$80,510.00 | | | | \$80,510.00 |
| 1 | 18 | Instruction-related services for Daily HS | English learner (EL), Low Income | \$1,740,761.00 | | | | \$1,740,761.00 |
| 1 | 19 | Expanded Opportunities - Transportation for Clark Magnet HS | Low Income | \$1,000,000.00 | | | | \$1,000,000.00 |
| 1 | 20 | Intervention Support - Elementary Schools | All | \$135,292.00 | | | | \$135,292.00 |
| 1 | 21 | Instructional Support - Secondary Schools (repeated expenditure, Goal 1, Action 1) | All | | | | | \$0.00 |
| 2 | 1 | Student Services | Foster Youth, Low Income | \$459,278.00 | | | | \$459,278.00 |
| 2 | 2 | Health and Wellness Services | Foster Youth, Low Income, English learner (EL) | \$688,918.00 | | | | \$688,918.00 |
| 2 | 3 | Parent Engagement/Outreach | English learner (EL), Low Income, Foster Youth | \$1,404,144.00 | | | | \$1,404,144.00 |
| 2 | 4 | Restorative Justice and PBIS | All | \$531,252.00 | | | | \$531,252.00 |
| 2 | 5 | Health and Wellness Services - Special | | \$1,510,310.00 | | | | \$1,510,310.00 |

| | | | | | | | |
|---|---|----------------------------|-----|------------------|--|--|------------------|
| | | Education | | | | | |
| 2 | 6 | Communication and Surveys | All | \$273,000.00 | | | \$273,000.00 |
| 2 | 7 | Guidance and Counseling | All | \$4,537,832.00 | | | \$4,537,832.00 |
| 3 | 1 | Qualified Staff | All | \$127,677,491.00 | | | \$127,677,491.00 |
| 3 | 2 | Instructional Materials | All | \$7,518,256.00 | | | \$7,518,256.00 |
| 3 | 3 | Plant/Maintenance Services | All | \$22,167,864.00 | | | \$22,167,864.00 |
| 3 | 4 | Safety and Security | All | \$1,125,298.00 | | | \$1,125,298.00 |
| 3 | 5 | Health Services | All | \$1,249,874.00 | | | \$1,249,874.00 |

Contributing Expenditure Table

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|-----------------|
| Total: | \$25,278,622.00 | \$25,278,622.00 |
| LEA-wide Total: | \$22,457,351.00 | \$22,457,351.00 |
| Limited Total: | \$80,510.00 | \$80,510.00 |
| Schoolwide Total: | \$2,740,761.00 | \$2,740,761.00 |

| Goal # | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|--------|----------|--------------------------------------|----------|--|---|----------------|----------------|
| 1 | 7 | Instructional Support - School Level | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | \$2,616,076.00 | \$2,616,076.00 |
| 1 | 8 | Instructional Support - Elementary | LEA-wide | Foster Youth, Low Income, English learner (EL) | Specific Grade Spans, TK-6, All Schools | \$3,179,310.00 | \$3,179,310.00 |
| 1 | 9 | Instructional Support - Secondary | LEA-wide | Foster Youth, English learner (EL), Low Income | Specific Grade Spans, 6-12 | \$1,797,790.00 | \$1,797,790.00 |
| 1 | 10 | Academic and Behavioral Support | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | \$7,771,579.00 | \$7,771,579.00 |
| 1 | 11 | Expanded Learning | LEA-wide | Low Income, Foster Youth, | All Schools | \$2,074,763.00 | \$2,074,763.00 |

| | | Opportunities | | English learner (EL) | | | |
|---|----|---|------------|--|---|----------------|----------------|
| 1 | 12 | Elementary Extracurricular Opportunities | LEA-wide | English learner (EL), Low Income, Foster Youth | Specific Grade Spans,K-6, All Schools | \$788,960.00 | \$788,960.00 |
| 1 | 13 | Elementary Library/Media Education | LEA-wide | Low Income, English learner (EL), Foster Youth | Specific Grade Spans,TK-6, All Schools | \$677,990.00 | \$677,990.00 |
| 1 | 14 | Instructional Technology Support | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$62,327.00 | \$62,327.00 |
| 1 | 15 | Instructional Support - English learner | LEA-wide | Low Income, English learner (EL) | All Schools | \$630,499.00 | \$630,499.00 |
| 1 | 16 | English Learner support in Dual Immersion | LEA-wide | English learner (EL) | All Schools, Specific Grade Spans,TK-8 | \$305,717.00 | \$305,717.00 |
| 1 | 17 | Expanded Opportunities - Advanced Placement Exams | Limited | Low Income | All Schools, Specific Grade Spans,9-12 | \$80,510.00 | \$80,510.00 |
| 1 | 18 | Instruction-related services for Daily HS | Schoolwide | English learner (EL), Low Income | Specific Schools,All an F. Daily Continuation High School, Verdugo Academy, Jewel City Community Day School | \$1,740,761.00 | \$1,740,761.00 |
| 1 | 19 | Expanded Opportunities - | Schoolwide | Low Income | Specific Schools,An | \$1,000,000.00 | \$1,000,000.00 |

| | | | | | | | |
|---|---|------------------------------------|----------|--|------------------------------------|----------------|----------------|
| | | Transportation for Clark Magnet HS | | | derson W. Clark Magnet High School | | |
| 2 | 1 | Student Services | LEA-wide | Foster Youth, Low Income | All Schools | \$459,278.00 | \$459,278.00 |
| 2 | 2 | Health and Wellness Services | LEA-wide | Foster Youth, Low Income, English learner (EL) | All Schools | \$688,918.00 | \$688,918.00 |
| 2 | 3 | Parent Engagement/Outreach | LEA-wide | English learner (EL), Low Income, Foster Youth | All Schools | \$1,404,144.00 | \$1,404,144.00 |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

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

Local Control and Accountability Plan:

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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

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

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2019–20 outcomes on some

metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2022-23:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2022-23) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2020–21 . | Enter information in this box when completing the LCAP for 2021–22 . Leave blank until then. | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2020–21 . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.