

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
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Plan Summary 2021-2022

General Information

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

The Glendora Unified School District (GUSD) serves 6,833 K-12 students in the suburban city of Glendora in the Los Angeles County, California, a relatively stable community of approximately 52,250 residents. The city's youngest residents may attend one of four public school districts, depending on their residence address. Glendora Unified School District serves the northern section of the community at the base of the foothills. District enrollment is declining at an average of 150-200 students per year. Glendora Unified currently has approximately 1,100 students enrolled from outside the district boundaries through a variety of transfer options, including District of Choice, the inter-district transfer application process, and the Allen Bill.

Glendora Unified student demographics as reflected on the California School Dashboard for 2020 are 34.6% White, 45.6% Hispanic, 10.4% Asian, 5.5% two or more races, 2.3% Filipino, 1.2% African American, and 0.2% American Indian or Alaska Native. In designated student groups, 5% students are designated English Learners with 22 languages. Of those students, 50.58% are Spanish speaking, 15.12% are Arabic speaking, and 19.48% are Mandarin speaking (Dataquest 2020-21). The 2020-21 Unduplicated Pupil Percentage for Glendora Unified is 30.35%. As reported on Dataquest for 2020-21, Glendora Unified has 0.5% students designated as foster youth and 27.4% students designated as socioeconomically disadvantaged. Additionally, 15.1% are students with disabilities.

Glendora Unified operates five elementary schools (K-5), two middle schools (6-8), one comprehensive high school (9-12) and one alternative high school with an adult school program. In addition, the Williams Educational Center hosts a preschool program, after-school daycare center, occupational therapy and speech language therapy clinic site, and the Foothill Induction Program.

Reflections: Successes

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

A review of the 2019 California school dashboard district overview performance report for Glendora Unified (most recent available academic data) demonstrates overall academic and engagement success for the majority of students. The academic measures for English language arts and mathematics are green for all students. The suspension rate for all students is also green, and the graduation rate for all students is blue. The college and career indicator is yellow, while the chronic absenteeism indicator is orange.

A review of the status and change by student groups also demonstrates success for some student subgroups. In ELA, the Hispanic subgroup increased performance by 4.6 points, students with disabilities increased 3.4 points, and students who are socioeconomically disadvantaged increased by 7.1 points. Reclassified English learners also improved by 3.8 points. In Mathematics, students with disabilities increased 11.7 points, students who are socioeconomically disadvantaged increased 7.8 points, and hispanic students increased 6.2 points. White students also increased 10.1 points to 23.1 points above standard. GUSD continues to maintain a high graduation rate with 98.2% of students graduating. In addition, 64.9% of students are college and career prepared according to the 2020 CCI report.

Prior to the COVID-19 pandemic, and during the previous LCAP 3-year cycle, LCFF supplemental funds had been directed to programs and positions that supported students in UDP groups by closing the opportunity and achievement gap for academic success, college and career readiness, and student and family engagement. The review of 2019 data demonstrates that student growth may be correlated to reading intervention programs and positions, a conclusion that is also supported by local data from Read 180/System 44, ALEKS for mathematics, Barton's reading program and reading interventionists. Additionally, data collected for students in the AVID program demonstrates that this continues to be an effective program for increasing college-going skills and achievement for these students. The district has adopted standards-aligned curriculum for all subjects except science, which was put on hold during the COVID-19 pandemic.

Students and staff have identified the need for additional mental health resources to support them at school. Over the last three years, the District has increased counselors, mental health specialists and interagency support resources to provide early support for students in crisis. The Glendora Healthy Minds team has developed specific district wide protocols to support students and their families, providing the support necessary to keep students in school, so they can access the curriculum.

During the COVID-19 pandemic, the District continued to provide academic and social emotional support and to implement the actions and services of the 19-20 LCAP and 20-21 Learning Continuity and Attendance Plan (LCP) to the greatest extent possible. The District had to quickly amass and leverage all available resources to ensure that all students were supported with access to distance learning. Counseling continued in an online format, as counselors worked tirelessly to address the increased mental health needs. Academic support also continued online through teacher office hours, support specialist push-in programs and bilingual aide online support for English learners.

In response to the state's assessment flexibility in Spring 2021, Glendora locally administered Renaissance Star Early Literacy (K-1), Star Reading (2-11) and Star Math (2-11) universally as a means to collect post-pandemic data that would inform the 2021-2024 LCAP. Results show that 63% of students district-wide scored at levels 3 and 4 on Star Reading (meet or exceed standards on state benchmarks), 51% scored at 3 or 4 on Star Math, and 69% of students in grades K and 1 scored at or above the 40th percentile rank (district benchmark) on the Star Early Literacy assessment.

Throughout the 2020-21 school year, the District rigorously followed public health and safety guidance in order to return students to in-person learning, phasing in a return-to-school plan that began in October 2020 and continued until all students who wanted to return in-person could do so in April 2021. In May 2021, the District implemented Renaissance Star reading and Star math assessments for all students in grades K-11 in order to collect post-pandemic achievement data. ELPAC testing was conducted in-person and remotely from February to June 2021, and eleventh grade students were given the opportunity to take SBAC ELA and math as a way to generate EAP data for their state college applications. Taken as a whole, the data will inform the planning for a multi-tiered system of support and intervention for 2021-2022.

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.

A review of the subgroup data on the 2019 California School Dashboard demonstrates that although students are successful overall, not all students achieve or are engaged equally. Therefore, there are some achievement gaps to be addressed in the new LCAP cycle. This data combined with local post-pandemic assessment data and stakeholder input collected throughout 2020-21 outline the following needs:

Chronic absenteeism: the indicator is orange overall, with 5.6% of students chronically absent, increasing by 0.7% in 2019. Students who are foster youth and students experiencing homelessness were red on this indicator, with 32.1% and 47.1% chronically absent respectively. Both groups showed sharp increases on this indicator of 15.5% and 33.4% respectively. Students with disabilities, English learners, socioeconomically disadvantaged students and Hispanic students also showed increases in

chronic absenteeism and were in the orange category for 2019. School closures are likely to have exacerbated these statistics, indicating a clear need for re-engagement strategies in 2021-22. The LCAP addresses this need through increased counseling and allocations that support child welfare and attendance services.

Academic performance gaps: in English language arts, no groups fall into the orange or red category; however, three groups fall into the yellow category. These groups are students with disabilities, English learners and African American students. Although each of these groups maintained or increased their performance in this category, all three scored below standard. In mathematics, African American students fell into the orange category, scoring below standards and also decreasing their performance in 2019 by 6.6 points. Students with disabilities and English learners fell into the yellow category. English learners declined 3.6 points, while students with disabilities increased by 11.7 points, still remaining below standard. The LCAP addresses this need by not only increasing academic interventions but also by systemizing and streamlining interventions to ensure that they are research-based and that ongoing progress monitoring occurs for each student, through its action on multi-tiered systems of support. It is further addressed in the action on inclusion for students with disabilities.

Suspension rate: African American students fall into the red category for suspension, and students who are foster youth fall into the yellow category. All other student groups fall into blue or green for this indicator. Although the number of African American students is small (93 students in 2019), it is worth noting that their absenteeism rate is lower than most groups, yet their suspension rate is higher than all other groups. This merits investigation. The LCAP addresses this in its action on promoting cultural esteem through professional development and student and family engagement for affected student groups.

College and Career Preparedness: according to the 2020 college and career measures report, 64.9% of Glendora Unified students are “prepared.” Of those students who measured as prepared, only 1.9% are students with disabilities, 1.3% are English learners and 28.9% are socioeconomically disadvantaged. In the quest toward a vision of “A Powerful Future for Every Child,” the LCAP had added several actions and services directed toward increasing the level of college and career preparedness for every child in every subgroup. Goal one is dedicated to this outcome.

Local Data: In response to the state's assessment flexibility in Spring 2021, Glendora locally administered Renaissance Star Early Literacy (K-1), Star Reading (2-11) and Star Math (2-11) universally as a means to collect post-pandemic data that would inform the 2021-2024 LCAP. The results on these assessments, although demonstrating that many students have on-track and meeting standards, also demonstrate a clear need for urgent intervention in reading and math for students, as follows: 21% of students in K-1 require intervention in early literacy; 22% of students in grades 2-11 require reading intervention, with 15.6% of those at the elementary level; 16% of students in grades 2-11 require math intervention, with 18% of elementary students. Additionally, the data for Stanton Elementary, the district's only Title I funded school, showed the intervention need at double the rate of the other elementary schools. As a result of this data, the LCAP will include a provision for six intervention specialists to provide intensive intervention to students in reading and math, one at each elementary school, and one additional at Stanton Elementary.

Additional local data - D/F rate among secondary students:

LCAP Highlights

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

The Glendora Unified School District begins this new three-year LCAP cycle, focused on working with all stakeholders to align policies, procedures, and practices. This expanded focus on alignment is further represented by the use of LCAP goals as District ones. Each goal includes a number of strategic initiatives drawn from stakeholder feedback, research-based best practices, and the ten state priorities. The District's professional development plans, progress monitoring, and reports to the community will provide ongoing support and accountability as staff works to increase student achievement.

Increasing the input collected during the development of GUSD's LCAP, students in grades four and five were surveyed for the first time this year. Additionally, the student survey and adult stakeholder survey were revised to align with the goals and strategic initiatives mentioned above. Advances in access to technology and related systems of communication have increased participation in surveys as well as advisory group meetings.

As the new three-year LCAP cycle begins, it is also important to note the connections between previous GUSD LCAP processes and the current one. While an expanded focus and increased participation make up the most significant highlights, it is important to note that previous accomplishments and long-lasting initiatives in progress have been considered in the development of the new plan.

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.

GUSD has no schools in Comprehensive Support and Improvement

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

During the 20-21 school year, Glendora USD convened a 70 person stakeholder group that consisted of a stakeholder team from each school that included parents, students, and the principal. District administration, representatives from our classified and certificated bargaining groups, and community leaders representing government, industry and nonprofits also participated. Participants included nine school principals from elementary, middle and high school; parents representing EL, special education, socioeconomically disadvantaged, parent advisory; and students representing elementary, middle and high school; district leadership, including the superintendent; bilingual assistants and the coordinator of Title 1 and EL programs; and the school board president and vice president. This committee met twice in person at the Glendora High School Event Center, using social distancing, masking, and health and safety procedures that followed the Los Angeles Department of Public Health guidelines.

At the first meeting, the superintendent provided an overview of LCAP and LCFF, the ten state priorities, and the district goals--which are also the LCAP goals. The assistant superintendent of business services provided an explanation of the budget connected to the LCFF, and the executive director of curriculum and instruction provided an information bridge from the District's previous LCAP cycles to this new one. The committee members then talked in their groups about what they saw as needs aligned to the goals and shared these out to the larger group.

After the first stakeholder meeting, student surveys were sent to all district students in grades 4 - 12, and a district and community survey was sent to all parents and employees of the district. The district survey was translated to Arabic, Spanish and Chinese and was also made available to the broader community through the weekly district electronic newsletter, the GUSD Gazette and posted on the website. In all, 920 student responses were received, and 938 adult stakeholder responses were received. The responses were tabulated and presented to the stakeholder committee at its next meeting.

As an additional feature, the adult stakeholder survey included a blank at the bottom so respondents could request contact from a district administrator. Every person who ticked this box received an email from the executive director of curriculum and instruction, acknowledging their request. Anyone who wanted a phone call following that received a call from one of the assistant superintendents. In each case, the information gathered and relationships strengthened provided perspective on the district's goals.

At the second meeting of the stakeholder committee, each school, community and district group explored three types of data and were asked to share out important conclusions. These data were: the student survey responses, the district and community adult survey responses, and the student group/equity reports from the California School Dashboard 2019 (most recent available data due to the pandemic). Following the data examination, the groups were presented with the draft goals and actions of the LCAP and were tasked with mapping the proposed actions to what they had seen in the data. Each group had a notetaker and a spokesperson, who then shared out to the larger committee.

In addition to the stakeholder committee meetings, the superintendent and assistant superintendent of educational services met with other groups in April and May, including the Parent Advisory Committee (PAC) on May 6, DELAC on June 17, and certificated and classified bargaining groups in May. During these meetings, the superintendent and assistant superintendent presented the LCAP goals and actions and explained the LCAP process. Clarifying questions were asked in each group and input taken was added to the ongoing notes that informed the writing and revision process. The superintendent responded in writing to comments from the PAC in a follow-up email to the committee on June 16. In addition, the superintendent keeps a current and updated "Ask the Superintendent" feature on the district website in which she personally answers questions and comments in writing on an ongoing basis.

In addition, the public was notified about the Ask the Superintendent feature on the district website where they could submit written comments about the specific actions and expenditures. The superintendent then answered those questions in writing on an ongoing basis.

On May 19, 2021, the Assistant Superintendent of Educational Services met with the SELPA and discussed the development of the proposed LCAP and its alignment with the existing plans developed for Special Education Indicators, including the Special Education Plan (SEP) which is address ELA achievement for students with disabilities, least restrictive environment, and post secondary outcomes. It was discussed how the LCAP is similarly addressing these priorities for all students.

After all input was gathered, the LCAP goals and actions were finalized and presented to the GUSD Board of Trustees at a public hearing on June 21, 2021, at which the members of the stakeholder committee were invited to attend in person or via livestream. The notice of public hearing was posted on June 11, 2021 through June 21, 2021 at three public locations: the GUSD District office, Glendora High School, and La Fetra Elementary School. The postings notified the public that all information pertinent to the Local Control Accountability Plan and Budget is on file in the office of the superintendent and that the public was invited to attend this meeting and provide written comment related to the LCAP. The notices were also posted on the district website under the Board of Education tab, along with the email address to which the public could submit written comments regarding specific actions and expenditures in the LCAP. The LCAP was approved at the next regular Board meeting on June 23 and submitted to LACOE.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder groups provided feedback in a number of ways. First, students in grades four through twelve received the LCAP survey in a Blackboard message from their school principal with a request to complete it along with two reminders. Second, adult stakeholders including students' families, Glendora Unified staff, and community members were sent a link to the survey via Blackboard, District email, and through a link in the weekly newsletter that goes to 7,000 families. Third, a number of committee meetings were held including a conversation with leadership from the certificated and classified bargaining units; two LCAP advisory committee meetings; conversations with both the PTA Council and DELAC; and a consultation with the SELPA.

Feedback was sorted initially as either survey data or narrative information collected in one of the committee meetings. The survey data will be explained first, followed by an explanation of narrative feedback from each committee.

Student and adult stakeholder survey items were aligned to mirror key ideas and featured a Likert scale that ranged from 1 (Not True) to 5 (Very True). Nine hundred and twenty students responded and nine hundred and thirty-eight adult stakeholders did. Students' highest scoring answers were: (tied for first and second highest) My teachers use technology to help me learn with 75.5% saying this is very true; I have access to the books and tools I need to learn in my class with 75.5% saying this is true; (three) I get to use technology in my classes with 73.2% saying this is true; (four) I have the help I need to get to the next grade level with 71.9% saying this is true; and (five) I get to learn new things with 69.9% saying this is true.

Students' lowest-scoring answers--from lowest to highest--were (one) The school takes care of the social and emotional needs of students with 3.4% saying this is not true; (two) I get along with all kinds of people with 3.7% saying this is not true; (three) I can take classes that I like with 4.4% saying this is not true; (four) I have access to the classes I need to prepare me for college with 6.6% saying this is not true; and (five) My family is welcome at my school with 7.6% saying this is not true.

Of the adults who responded, 84.6% were GUSD parents or guardians; 15.8% were teachers or counselors; 6/8% were classified employees; and 0.4% were managers or administrators.

The adult stakeholder survey was also based on a Likert scale with items ranging from one (not important at all) to five (extremely important). Adult stakeholders highest scoring answers were: (one) Provide a learning environment that is physically safe with 84.7% saying this is true; (two) Teach students to act responsibly and respect others with 84% saying this is true; (three) Prepare students to complete high school graduation requirements with 80% saying this is true; (four) Maintain a positive school climate by increasing students' engagement in school and fostering positive behavior with 77.6% saying this is true; and (five) Ensure that students have access to core subjects that prepare them for college and careers with 75.7% saying this is true.

Adult stakeholders lowest scoring answers--starting from the bottom--were: (one) Increase family involvement and participation with 36.9% stating that this is not important; (two) Communicate about budgets and other resources in a manner that I understand with 38.7% saying that this is not important; (three) Ensure that facilities are modern and state of the art with 41.2% saying that this is not important; (four) Promote excellent attendance as a means of ensuring student success with 43.2% saying this is not important; and (five) Ensure that parents and community members have opportunities to give feedback and that their opinions are valued with 52.8% saying that this is not important at all.

Adult stakeholders were also asked to identify the statement that was most important to them. This information provided five broad survey themes from highest to lowest: (one) Maintain a positive school climate by increasing students' engagement in school and fostering positive behavior with 19.2% or 171 adults stating that this is most important; (two) Increase overall student achievement (test scores, grade point average, EL reclassification, graduation rate) with 17.2% or 153 adults stating that this is most important; (three) Teach students to act responsibly and respect others with 12.2% or 109 adults stating that this is most important; (four) Provide a learning environment that is physically safe with 9% or 80 adults stating this is most important; and (five) Ensure that students have access to core subjects that prepare them for college and careers with 8.2% or 73 adults stating that this is most important.

Narrative feedback was provided through the LCAP Advisory Committee and through each smaller, more specific committee. Key themes from this feedback include:

Maintain or increase the feeling of safety on each school campus.

Increase students' access to innovative technology and social emotional support.

Continue the district's subscription to the online meeting platform because of the ease at which families, students, and staff can meet through it.

Look into providing more counseling services at the elementary level.

Connect more students to their school through even more extracurricular programs.

Increase connections with business and industry as well as career exploration programs.

Explore opportunities for students to learn an additional language.

Themes from additional committee meetings--PTA Council, DELAC, SELPA, Glendora Teachers Association, and Glendora Chapter of the Classified School Employees Association--included:

A validation of the meaningful yet simple structure of the four goals.

Appreciation for the opportunity to give feedback during the process.

Value in the deeper look at data from student and adult stakeholder and an appreciation for the multiple perspectives provided.

While the official data gathering aspect of the '21-'22 LCAP cycle is completed, the District will continue to focus on analyzing the information and sharing with an even wider audience, using it to plan future initiatives and respond to federal, state, and local accountabilities. Additionally, the District's expanded commitment to ongoing stakeholder engagement and systems of transparent communication will be sustained in part by data collected during this process.

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

The stakeholder input gathered during the 2020-21 stakeholder meetings and stakeholder survey process influenced several key aspects of the LCAP:

Physical safety learning environment and communication: the LCAP provides actions for the Raptor Identification System at each school site, Titan HST emergency communication system, and Aeries Communication, including Parent Square for targeted home-school communication. An action also provides for the funding of safe facility improvements and the maintenance of safety personnel.

Increase overall student achievement: the LCAP provides actions for intervention programs, teacher training, a data and assessment system for progress monitoring, intervention specialists at the elementary level, and professional development that leads to a coherent multi-tiered system of support. The LCAP also provides actions that promote inclusiveness and close the opportunity and access gap for students with disabilities, English learners, low-income and foster and homeless youth in programs targeted for student enrichment and for college and career readiness, including visual and performing arts, career technical education and world language.

Increase student engagement, positive behavior and social emotional learning (including increased mental health services at the elementary school level): the LCAP provides actions for increased mental health specialists at each level, including each elementary school, as well as increased outreach support. Personnel was increased to support his area of concern, including the position Executive Director of Student and Family Support Services. Additionally, a new Family Resource Center will be funded to support family engagement and education that leads to increased student engagement and positive behaviors in school.

Access to core subjects that prepare students for college and careers: the LCAP provides actions to fund an early college program with access and support for underrepresented students. Additionally, actions provide for college and career planning curricula, increasing the variety and scope of electives offered, and funds to explore implementation of an International Baccalaureate program at Glendora High School.

Increase students' access to innovative technology and provide continued access to the online meeting platform: the LCAP includes support for the district's 1:1 technology initiative, and continues the district's Zoom subscription. Actions support the position of the Executive Director of Teaching, Learning, and Innovation, and stipends for instructional coaches (previously known as tech leads).

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Student Achievement Prepare students for career and college readiness, ensuring that every student is challenged to successfully access rigorous curricula and 21st century learning strategies that lead to tangible post-secondary outcomes.

An explanation of why the LEA has developed this goal.

Glendora Unified is committed to ensuring that all students have a powerful future and a plan for their post-secondary life that starts the day after high school graduation. In the 2020 California Dashboard College Career Indicator Report (CCI), 64.9% of GUSD students scored Prepared, 12.2% scored Approaching Prepared, and 22.9% scored Not Prepared. Analyzing specific student group data, 52.4% of those scoring Not Prepared are English learners and 33.2% are socio economic disadvantaged. 74.6% of students with disabilities are not prepared.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase college and career readiness of GUSD students by increasing the percentage scoring Prepared by 1% per year overall as measured by the California Dashboard College and Career Indicator Report (a-g and CTE). Expand the number of students gaining academic and career skills through increased access to rigorous curriculum as measured by state and local assessment data in E/la and mathematics.	As of the 2020 California Dashboard College and Career Indicator Report, 64.9% of GUSD students graduated Prepared, 12.2% Approaching Prepared, and 22.9% Not Prepared.				67.9% prepared. CCI 2024 Dashboard
Appropriately assigned and fully credentialed teachers	Dataquest 2021 0% Misassignments 0% Vacancies				0% Misassignments 0% Vacancies 2024 Dataquest
Access to standards aligned instructional materials	100% Dashboard local indicator				100% Dashboard 2024 Local Indicator
Implementation of	100% Implementation,				100% Implementation 2024 Dashboard

standards for all students	2019 Dashboard				
EL Access to CCSS and ELD Standards	100% Full Access Dashboard 2019				100% Full access Dashboard 2024
CAASPP Math, ELA, CAST	2019 Dataquest ELA - 67.55% Met or Exceeded Math - 58.66% Met or Exceeded CAST - not reported				ELA - 70% Math - 61% CAST - 50% 2024 Dataquest
College/Career Ready - (a-g)	2020 Dashboard CCI Report- 61.8% (359/581 students in cohort)				65% a-g 2024 Dashboard CCI report
College/Career Ready (CTE)	2020 Dashboard CCI report - 8%				11% 2024 Dashboard CCI Report
EL Proficiency (ELPAC)/local assessment	Dataquest Summative ELPAC 18-19 21.07% Proficient				24% Proficient Dataquest Summative ELPAC 2024
EL Reclassification Rate	10.6% Dataquest 20-21				13.6% Dataquest 23-24
Advanced Placement (AP) Pass Rate	79% Dataquest 2020				82% Dataquest 2024
EAP 11th grade CAASPP - ELA/Math	2019 Dataquest 11th Grade ELA - 69.63% (2019) 11th Grade math - 59.86% (2019)				2024 Dataquest 11th Grade ELA - 72% 11th Grade Math - 63%
Access to a broad course of study	100% Access 2019 Dashbaord				100% 2024 Dashboard

Actions

Action #	Title	Description	Total Funds	Contributing
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1	21st Century Instruction - AVID	AVID teachers and tutors will deliver the elective curriculum and supporting skill instruction to low-income and foster youth with grade point averages in the middle range, at Sellers Elementary, La Fetra Elementary, Goddard Middle School, Sandburg Middle School, and Glendora High School.	\$533,582.00	Yes
2	Equitable Distribution of Resources	The district will equitably provide technology devices, digital tools and additional hotspots to low income students and foster youth for learning and enrichment.	\$200,000.00	Yes
3	Multi-tiered System of Supports	Site counselors and interventionists will provide a coherent, multi-tiered system of supports that focuses on academic, behavioral and social-emotional success for students who are foster youth and low-income to reduce opportunity and access gaps and lead to improved academic performance at all school sites.	\$953,375.00	Yes
4	Early College Program	The district will expand career and college exploration, including academies, early college, and student certifications for all students that facilitate transition into the workforce and/or college by implementing a college and career planning curricula, exploring the feasibility of implementing an International Baccalaureate program at Glendora High School, and increasing the scope and variety of electives offered at the secondary level.	\$875,612.00	No
5	Teacher and Administrator Capacity	The district will provide strategic and comprehensive professional development, including induction costs and time for articulation and collaboration to build teacher and administrator instructional leadership capacity leading to trusting relationships, organizational health and distributed leadership throughout the organization.	\$180,000.00	No
6	Innovative Technology	The district will provide continuous support and promote the use of innovative technology in order to enhance student engagement, collaboration, and learning. This will include supporting the Executive Director of Teaching, Learning and Innovation, and stipends for the instructional coaches currently known as tech leads.	\$1,086,284.00	No
7	Inclusion	The Executive Director of Special Education and the Coordinator of Categorical Programs and English Learners will increase access to the mainstream curriculum for students with IEPs and students who are English learners by developing and implementing a plan with appropriate supports leading to increased student achievement within compliance with IDEA in the delivery of special education services at all school sites.	\$1,200,000.00	Yes
8	Career Technical Education Opportunities for UDP	The Executive Director of Teaching, Learning, and Innovation will expand career exploration opportunities for students who are foster youth and low-income, leading to increases in academic performance at all school sites.	\$150,000.00	Yes
9	Support EL Achievement	Bilingual Instructional Aides (paraprofessionals) will deliver primary language support to English learners and assist with assessment for English learners at all school sites.	\$303,908.00	Yes
10	Academic Support and Intervention	Credentialed Interventionists (6) will deliver intensive reading and mathematics intervention for students not meeting standards according to local benchmark data, using a common system for assessment and progress monitoring.	\$820,000.00	Yes

11	Extended School Year	Certificated teachers and classified support staff will provide additional learning time to students who are low-income and/or foster youth through summer school and before and after school programs at all school sites.	\$120,000.00	Yes
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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	<p>Goal 2: Safe, Healthy, 21st Century Learning Environments</p> <p>A safe, respectful, 21st century learning environment is essential to student success. The district promotes a culture that fosters the emotional health, safety, and well-being of students, staff, and parents.</p>

An explanation of why the LEA has developed this goal.

Student and staff safety directly impact how much learning takes place on school campuses. GUSD is committed to the social emotional learning of students and the wellbeing of students and staff. Additionally, preparing students to live and work in an ever-changing society requires access to state-of-the-art technology and other resources as well as training on making wise decisions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
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Decrease the percentage of students who are chronically absent and the suspension rate. Increase the number of students who perceive a positive and safe school climate by 1% per year for each related student LCAP survey item. Improve positive scores for school connectedness on the California Healthy Kids Survey by 1% per year. Establish baseline scores for the Youth Truth Survey and student LCAP survey items specific to school climate.	Use California Dashboard data on chronic absenteeism and the suspension rate to show a decrease in both areas. Most recent data indicate a chronic absenteeism rate of 5.6% and a suspension rate of 1%. The 2019-2020 CHKS report for secondary schools indicates a school connectedness rate of of students reporting that they strongly agree or agree for three grade levels: 7th grade = 78%, 9th grade = 67%, and 11th grade = 66% . For elementary schools a rate of 78% is indicated in the same two categories of fifth graders surveyed.				Increase the number of students who perceive a positive and safe school climate by 1% per year for each related student LCAP survey item. Improve positive scores for school connectedness on the California Healthy Kids Survey by 1% per year. Establish baseline scores for the Youth Truth Survey and student LCAP survey items specific to school climate during the 2021-2022 school year and improve the results by 1% per year thereafter.
Facilities maintained in good repair	9/9 facilities in good repair FIT 2020				9/9 schools in good repair FIT Report 2024
Attendance Rates	97.7% Dataquest 19-20				98% Dataquest 22-23
Chronic Absenteeism rate	2019 Dashboard 5.6%				2.6% (decrease by 3%) Dashboard 2024
Middle School Dropout Rate	0% Dataquest 19-20				0% Dataquest 22-23
High School dropout rate	Dataquest 19-20 four-year adjusted cohort outcome 1%				.05% Dataquest 22-23
High School	97.4% (19-20 Dataquest				99% Dataquest 22-23

graduation rate	four-year adjusted cohort graduation rate)				
Suspension rates	1% (19-20 Dashboard)				Maintain at 1% Dashboard 2024
Expulsion Rate	0% (19-20 Dashboard)				Maintain at 0% (Dashboard 23-24)
Safety and School Connectedness	Students: CHKS - 19/20 data: 5th grade = 78%; 7th grade = 78%; 9th grade = 67%; 11th grade = 66% Teachers and parents - locally collected survey data: 85.7% prioritize safety at the highest level "Provide a learning environment that is physically safe; 53.3% prioritize at highest level, "Ensure that parents and community members feel welcomed at all schools."				2023 CHKS School Connectedness Indicator: 5th = 81%; 7th = 81%; 9th = 70%; 11th = 69% Parents and Teacher surveys: safety indicator - 65% prioritize; feel welcomed at school - 30% prioritize

Actions

Action #	Title	Description	Total Funds	Contributing
1	Protocols and Facilities Improvements	The district will Implement protocols and facilities improvements at all school sites that promote safety and security for all students and staff (e.g. fencing, gates, exterior cameras, etc.) This will include the maintenance of safety personnel and school resource officers (SRO) funded in conjunction with the Glendora Police Department.	\$4,577,402.00	No
2	Innovative, Collaborative and Flexible Learning Environments	Create innovative, collaborative and flexible learning environments which promote 21st century learning and sustainable infrastructure, including chromebooks and other technology for students.	\$500,000.00	No
3	Integrated, Systemic Approach to Social Emotional Learning	The Executive Director of Student and Family Support, Dean of Student Support, and site counselors will increase school connectedness for students who are low income or foster youth by creating and implementing an integrated, systemic approach to Social Emotional Learning, character development and supports to enhance student wellness at all school sites.	\$350,000.00	Yes

4	Promote Cultural Esteem	Ensure every student thrives by promoting the self and cultural esteem of every child from every background by providing professional development for all staff and administration in pedagogy for character development, bullying prevention and inclusiveness.	\$175,000.00	No
5	Celebrate Skills in CTE, VAPA and World Language	Increase the number of opportunities for students to celebrate their skills, focusing on CTE and VAPA, language acquisition and nontraditional careers.	\$75,000.00	No
6	Gifted and Talented Program	The Executive Director of Teaching, Learning, and Innovation will continue to foster a robust program for gifted and talented education that specifically increases participation by students who are foster youth or low income by building and sustaining partnerships for student enrichment at all school sites.	\$95,807.00	Yes

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	<p>Goal 3: Community Engagement</p> <p>Stakeholders play a vital role in the educational process. We value their opinions and feedback and seek to involve our community in decisions which impact the education of our students. The district promotes a culture which encourages positive relationships among our students, staff, and parents as well as educational, business, community and philanthropic partners.</p>

An explanation of why the LEA has developed this goal.

Glendora Unified relies on feedback from all stakeholders to inform the district direction. As part of this process, the district remains committed to connecting with the

community through timely, accurate messages through a number of sources. Ultimately, students represent the most significant group of stakeholders, so the District seeks to expand their voice in developing the direction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase the number of educational, business, community, and philanthropic partners. Expand the number of committees available for families to participate in. Increase the number of opportunities students have to inform the district's direction	At this time, there is no formal record of the number of partnerships, committees, or opportunities for gathering student input.				Increase to at least three each: the number of educational, business, community, and philanthropic partners; family participation committees; and student focus groups annually.
Parent Decision-making: number of parents participating on ELACs, DELAC, School Site Councils, and PAC.	27 parents				50 parents (average of 5 per site and 5 additional at Glendora High School)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Plan	Establish and implement a positive, cohesive and proactive internal and external strategic communication plan to inform and engage all community stakeholders and to ensure timeliness and accuracy of all information, including technology-based communication and notification platforms such as Aeries Communication and Titan HST, Raptor Visitor Management System, and the salary for the Director of Communications, Community Relations and Partnership Development.	\$248,000.00	No

2	Enhance Communication Platforms	Manage communication efforts district-wide to promote consistent messaging and branding, utilizing both traditional and modern communication platforms to reach all stakeholders in their primary language. This will include the enhancement of the district and school websites, and implementation of digital systems for transparent governance, and translation services as required.	\$40,000.00	No
3	Increase Student Participation	Expand opportunities for students and community stakeholders to participate in the decision-making process, emphasizing the vital nature of student voice. This includes the expansion of the Youth Truth Survey, other student surveys and student leadership training opportunities.	\$30,000.00	No
4	School Connectedness, Outreach and Supports	The Executive Director of Student and Family Support Services will create and sustain a Family Resource Center for students who are homeless or foster youth to increase student engagement and attendance by further developing school connectedness and establishing systematic outreach and support, leading to higher overall achievement.	\$354,830.00	Yes

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
4	<p>Goal 4: Fiscal Solvency</p> <p>It is imperative that the district operate efficiently and effectively with the resources available to meet the organization's goals, priorities and high expectations.</p>

An explanation of why the LEA has developed this goal.

To serve all students and ensure that each child has a powerful future, the District must remain fiscally solvent. This imperative becomes increasingly significant when considering the number of programs available and the quality of them in an era of limited resources.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome 2023-2024
Increase the quality and number of academic and extra-curricular programs available to students. Expand professional development offerings to include more support of meaningful technology use. Adopt more current curricula.	Establish the number of student programs available at each site and determine gaps in services especially for unduplicated pupil groups and all measured subgroups. Establish a baseline count of the number of technology-related professional development events. Determine the strengths and needs related to the implementation of the new learning management system. Determine the adoption dates for core textbooks and align with the state framework cycle.				Increase the quality and number of programs available to students through student feedback and by one per year. Expand professional development offerings to include more support of meaningful technology use by one event per year and through the increased training of site technology leads. On teacher evaluation survey for professional development, 80% positive response "meaningful" to "highly meaningful" in the area of educational technology. All adopted curricula will be current according to state adoption timelines and frameworks.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective and Efficient Use of Resources	Examine and refine all internal controls, checks and balances, and review expenditures to ensure our practices and purchases maximize every dollar to support student achievement through efficient and effective use of resources, including the recruitment and retention of highly qualified staff. This action includes funds for a Senior Account Technician to monitor categorical programs including the LCFF supplemental grant and all federal title programs.	\$62,246,499.00	No

2	Expand Business Partnerships	Explore and secure grant funding and business partnerships that generate additional significant revenues to support student programs and also result in career exploration opportunities for students.	\$30,000.00	No
3	Enhance Technology Infrastructure and School Safety	Analyze opportunities for facility enhancements, including but not limited to modernization of classrooms and restrooms, upgrading of technology infrastructure, field and playground maintenance and enhanced safety on all campuses to provide optimal conditions of learning for all students.	\$1,100,000.00	No
4	Fiscal Reserve	Maintain a 6% minimum reserve.	\$0.00	No
5	Expand State of the Art Programs	Develop a strategic plan for addressing declining enrollment and its impact on the district budget and educational program by expanding state of the art programs offered to all students (e.g. VAPA, STEAM, dual immersion, etc.), and ensuring that all curriculum adoptions are aligned with state-adopted timelines, standards and frameworks.	\$190,000.00	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.

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
6.07%	\$3,618,090.00

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.

1.1 - The college and career readiness indicator data identifies that low-income students, foster youth are not as prepared for college or career. The root cause of this lack of preparedness may be due to the lack of support at home for rigorous courses and parents who themselves did not attend college and are less aware of the required skills to succeed. Additional support for academic and career skills through the AVID program will increase success in rigorous courses needed for college and the 21st century skills needed to compete in the workforce of today. Success on this action will be measured by an increase in the CCI measure for both student groups. These actions have been shown to be effective from the prior LCAP as evidenced by the increase in the prepared level from 2018 to 2020 by 1.5% for low-income students. AVID is a research-based program demonstrated to be effective for low-income and first generation college going students. Research for this program can be found at www.avid.org.

1.3 - On the 2019 Dashboard, the academic indicators for ELA and math, as well as the social-emotional and behavioral indicators of chronic absenteeism and suspension rates, and the district student group equity report, all show lower indicator colors for low-income and foster youth (where data is available). The root cause for this is that students who are low income or foster youth have experienced life trauma that leads to more disruptive behaviors at school. The district has lacked a coherent, multi-tiered system of supports that focuses on academics, social-emotional learning and behaviors to close these achievement gaps. The staff also lacks the appropriate training to implement interventions with fidelity, using data to monitor progress and effectiveness. This MTSS action will close the achievement gaps for our UDP groups by ensuring that interventions are research-based, implemented with fidelity, and informed by data, as measured by the academic indicators in ELA and math, suspension, and chronic absenteeism indicators on the 2022 California Dashboard. This is a new action for the 2021-2024 LCAP. This action may benefit all students LEA-wide but is principally directed toward low income students and foster youth. MTSS is a research-based framework. Research can be found at <https://mtss.org/>

1.7 - The student group equity report from the 2019 Dashboard (yellow in ELA and math), as well as the CCI report for 2020, show that English learners are not prepared for college and career (1.3% prepared) and are not achieving at the same level as all students. Yet student and parent survey data indicate that these students desire access to honors and advanced level courses. English learners often experience language acquisition as a barrier to rigorous college-level courses. This action implements an inclusion strategy for English learners, using a universal design for learning approach and additional in-class support to foster academic achievement in the most rigorous courses. This strategy will result in increased achievement for English Learners (green in ELA and math) and increased college and career preparedness on the CCI by 1% per year. This action continues from the prior LCAP and was shown to be effective from EL parent and student input. Providing primary language support for rigorous courses by coordinating and collaborating in planning for language and content teaching and learning is a research-based practice. <https://www.colorincolorado.org/article/essential-actions-15-research-based-practices-increase-ell-student-achievement> .

1.10 - Local benchmark data from Renaissance Star assessments (2021) and Caaspp data (2019) indicate lower achievement for low-income students and foster youth, and the number of students needing urgent intervention at the highest poverty elementary school is double the average number of the other elementary schools. Low-income and foster youth may not have had the educational experience in their first five years that lead to good foundations in numeracy and literacy. This action provides for interventionists to deliver intensive, data-monitored interventions in reading and math, research-based intervention systems, and data/assessment progress monitoring systems. Data-driven intensive interventions delivered by trained specialists will close that foundational gap in numeracy and literacy that will result in increased achievement for low-income students and foster youth. This is a continued action from the prior LCAP; however it was not implemented with the assessment and progress monitoring tools needed for success. The current LCAP stakeholder team believes that this action is worth continuing in a data-driven model

to increase student achievement for low-income students and foster youth. The effects of poverty and foster care on educational experiences of children is well documented in the literature (Scherr, 2007; Buck & Deutsch, 2014).

2.3 - Social emotional wellness and character development emerged as a strong theme in the adult stakeholder LCAP surveys and is consistently indicated during the superintendent's student advisory council as the priority area for students at all levels but particularly for secondary students who lack the necessary support at home for learning and engagement. The district considered the needs of low-income students and foster youth first, as students most in need of these supports. Additional mental health specialists district-wide and a Dean of Student Support at Glendora High School will target first low-income and foster youth for support in social emotional wellness and character development, using proactive check-ins and data-monitored identifications of the most at-risk students. This action will result in increased attendance and school engagement and decreased suspension rates, and an increase on the school connectedness indicator of the California Healthy Youth Survey and Youth Truth surveys. This is new action for the 2021-2024 LCAP. The importance of mental health support for low-income and foster youth students is documented in the research (<https://www.childwelfare.gov/topics/outofhome/independent/support/youth-mental-health/>; <https://files.eric.ed.gov/fulltext/ED567195.pdf>)

2.6 - The district GATE data of qualified students indicates that although students are universally screened in third grade, schools with higher poverty rates have fewer students who are identified by OLSAT scores. Slocum, Payne and Williams (2018) in "Removing the Mask: How to Identify and Develop Giftedness in Students of Poverty" provide evidence that identification for GATE is often inequitable, particularly for students of poverty. This action principally considered the needs of low-income students and foster youth by intentionally removing access and opportunity barriers to gifted and talented programs for these students. This action ensures that partnerships are sought and sustained that deliver extended enrichment opportunities for all students who want to participate in them and also by using multiple measures (evidence grid, as defined in Slocum, Payne & Williams, 2018) of gifted and talented potential other than OLSAT test scores. This action will result in higher levels of low-income students and foster youth being identified as gifted and talented students. This is a new action for the 2021-2024 LCAP.

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

Services for English learners are increased by adding bilingual instructional assistants to their core courses in English language arts and social science to support the language learner in their primary language while acquiring their secondary language. Services for English learners are improved by maximizing inclusion in high-level academic courses.

Services for Low-Income students are increased by adding instructional minutes and days through summer school, and through increasing the school day before and after school. Services are also increased through the addition of a family resource center to connect students and families to additional resources. Services are also increased through interventions in academics and social emotional wellness. Services are improved by ensuring equity of resources and program access to CTE, GATE, and rigorous courses. AVID improves their school skills and improves their chances for succeeding in college and career.

Services for Foster Youth are increased by adding instructional minutes and days through summer school, and through increasing the school day before and after school. Services are also increased through the addition of a family resource center to connect students and families to additional resources. Services are also increased through interventions in academics and social emotional wellness. Services are improved by ensuring equity of resources and program access to CTE, GATE, and rigorous courses. AVID improves their school skills and improves their chances for succeeding in college and career.

The services in all three groups are increased or improved by at least 6.07% as required by statute.

Expenditure Tables

Total Expenditures Table

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$72,834,034.00	\$261,265.00	\$2700000.00	\$640,000.00	\$76,435,299.00	\$70,057,214.00	\$6,378,085.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	21st Century Instruction - AVID	Foster Youth, Low Income	\$533,582.00				\$533,582.00
1	2	Equitable Distribution of Resources	Foster Youth, Low Income	\$200,000.00				\$200,000.00
1	3	Multi-tiered System of Supports	Low Income, Foster Youth	\$692,110.00	\$261,265.00			\$953,375.00
1	4	Early College Program	All	\$875,612.00				\$875,612.00
1	5	Teacher and Administrator Capacity	All	\$40,000.00			\$140,000.00	\$180,000.00
1	6	Innovative Technology	All	\$1,086,284.00				\$1,086,284.00
1	7	Inclusion	English learner (EL)	\$500,000.00		\$200,000.00	\$500,000.00	\$1,200,000.00
1	8	Career Technical Education Opportunities for UDP	Foster Youth, Low Income	\$150,000.00				\$150,000.00
1	9	Support EL Achievement	English learner (EL)	\$303,908.00				\$303,908.00
1	10	Academic Support and Intervention	Foster Youth, Low Income	\$820,000.00				\$820,000.00
1	11	Extended School Year	Foster Youth, Low Income	\$120,000.00				\$120,000.00
2	1	Protocols and Facilities Improvements	All	\$4,577,402.00				\$4,577,402.00
2	2	Innovative, Collaborative and Flexible Learning Environments	All	\$500,000.00				\$500,000.00
2	3	Integrated, Systemic Approach to Social	Low Income, Foster Youth	\$350,000.00				\$350,000.00

		Emotional Learning					
2	4	Promote Cultural Esteem	African-American, American Indian or Alaska Native, Asian, Hispanic or Latino, Filipino, Two or More Races, White	\$175,000.00			\$175,000.00
2	5	Celebrate Skills in CTE, VAPA and World Language	All, English learner (EL)	\$75,000.00			\$75,000.00
2	6	Gifted and Talented Program	Foster Youth, Low Income	\$95,807.00			\$95,807.00
3	1	Communication Plan	All	\$248,000.00			\$248,000.00
3	2	Enhance Communication Platforms	All, English learner (EL)	\$40,000.00			\$40,000.00
3	3	Increase Student Participation	All	\$30,000.00			\$30,000.00
3	4	School Connectedness, Outreach and Supports	Low Income, Foster Youth	\$354,830.00			\$354,830.00
4	1	Effective and Efficient Use of Resources		\$59,746,499.00		\$2,500,000.00	\$62,246,499.00
4	2	Expand Business Partnerships	All	\$30,000.00			\$30,000.00
4	3	Enhance Technology Infrastructure and School Safety	All	\$1,100,000.00			\$1,100,000.00
4	4	Fiscal Reserve	All	\$0.00			\$0.00
4	5	Expand State of the Art Programs	All	\$190,000.00			\$190,000.00

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$4,120,237.00	\$5,081,502.00

LEA-wide Total:	\$1,957,917.00	\$2,219,182.00
Limited Total:	\$1,128,738.00	\$1,128,738.00
Schoolwide Total:	\$1,033,582.00	\$1,733,582.00

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	21st Century Instruction - AVID	Schoolwide	Foster Youth, Low Income	Specific Schools, Sellers Elementary, La Fetra Elementary, Sandburg Middle School, Goddard Middle School, Glendora High School	\$533,582.00	\$533,582.00
1	2	Equitable Distribution of Resources	Limited	Foster Youth, Low Income	All Schools	\$200,000.00	\$200,000.00
1	3	Multi-tiered System of Supports	LEA-wide	Low Income, Foster Youth	All Schools	\$692,110.00	\$953,375.00
1	7	Inclusion	Schoolwide	English learner (EL)	Specific Grade Spans, 6-8; 9-12	\$500,000.00	\$1,200,000.00
1	8	Career Technical Education Opportunities for UDP	Limited	Foster Youth, Low Income	Specific Grade Spans, 6-8, 9-12	\$150,000.00	\$150,000.00
1	9	Support EL Achievement	Limited	English learner (EL)	All Schools	\$303,908.00	\$303,908.00
1	10	Academic Support and Intervention	LEA-wide	Foster Youth, Low Income	All Schools	\$820,000.00	\$820,000.00
1	11	Extended School	Limited	Foster Youth, Low Income	All Schools	\$120,000.00	\$120,000.00

		Year					
2	3	Integrated, Systemic Approach to Social Emotional Learning	LEA-wide	Low Income, Foster Youth	All Schools	\$350,000.00	\$350,000.00
2	6	Gifted and Talented Program	LEA-wide	Foster Youth, Low Income	All Schools	\$95,807.00	\$95,807.00
3	4	School Connectedness, Outreach and Supports	Limited	Low Income, Foster Youth	All Schools	\$354,830.00	\$354,830.00

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals	\$140,000.00					\$500,000.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	5	Teacher and Administrator Capacity	\$140,000.00						\$180,000.00
1	7	Inclusion						\$500,000.00	\$1,200,000.00

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.