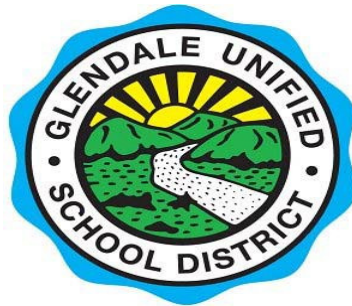# Glendale Unified School District
Local Control Accountability Plan (LCAP)
Parent Advisory Cluster Meetings

May 3, 2017 – Hoover High School at 6:30pm

May 18, 2017 – Crescenta Valley High School at 6:30pm

May 22, 2017 – District Office at 5:30pm (English Learners)

Outcomes

- Provide a history of the Local Control Accountability Plan process in GUSD
- Provide an overview of the Local Control Funding Formula (LCFF)

- Provide an overview of Local Control Accountability Plan (LCAP)

- Provide an overview of the Eight State Priorities, GUSD Board Priorities and LCAP Priorities

- Provide and overview of the State Dashboard

- Provide an overview of Annual Update Requirements

- Provide an overview of the proposed LCAP for 2017-2020

History of the LCAP

History of LCAP Process in GUSD

- First year of LCFF/LCAP began in 2013-2014
- Developed an LCAP Committee consisting of:
  - Parents
  - Teachers
  - Classified staff
  - Administrators (District/Principals)
  - Community members
  - Students
- GUSD worked collaboratively to develop/revise the LCAP plan through:
  - LCAP parent advisory committee meetings (5-7 meetings a year)
  - District Language Advisory Committee for English Learners Meeting (3-4 meetings a year)
  - Principal/Faculty/School Site Council/PTSA/District clusters meetings
  - Survey staff, students and parents

Local Control Funding Formula (LCFF)

State Funding Before LCFF
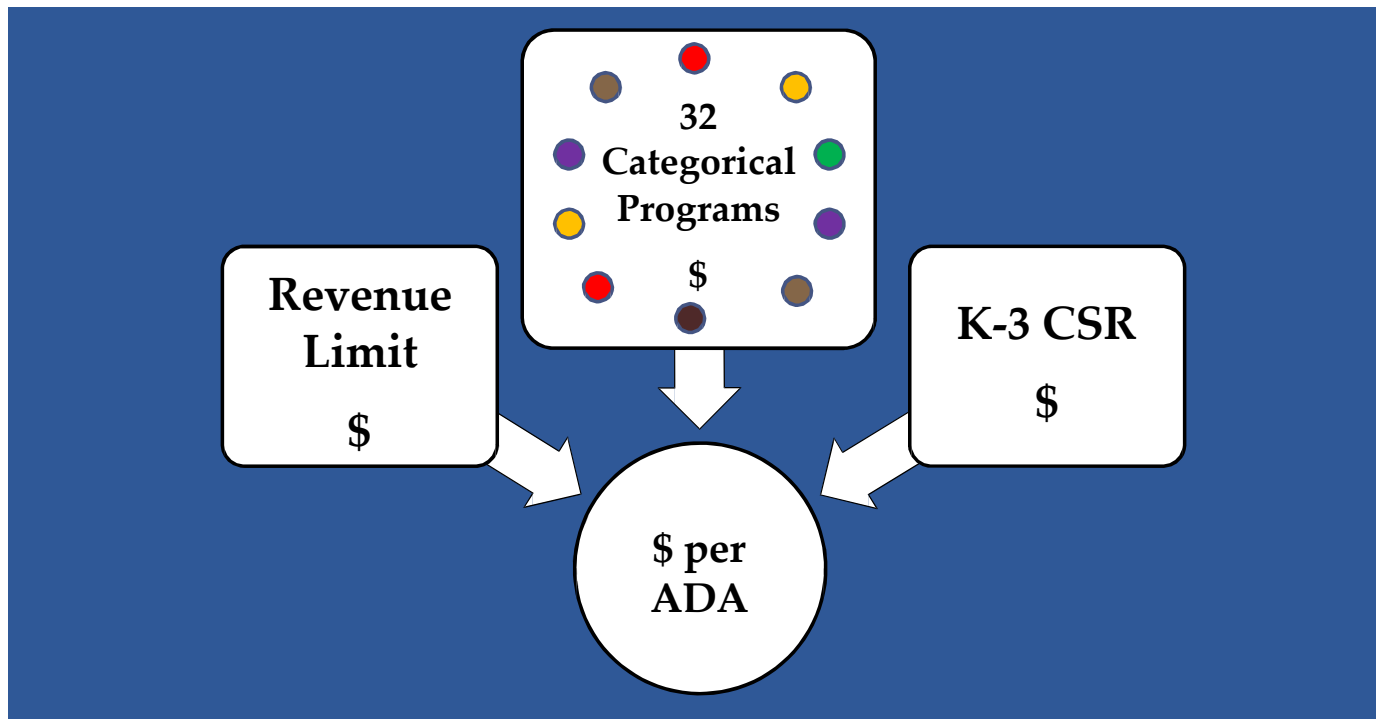
State Funding After LCFF

English Learners
Low Income
Foster/Homeless

Concentration

Supplemental

9-12

$
Per ADA

Base

K-3 CSR
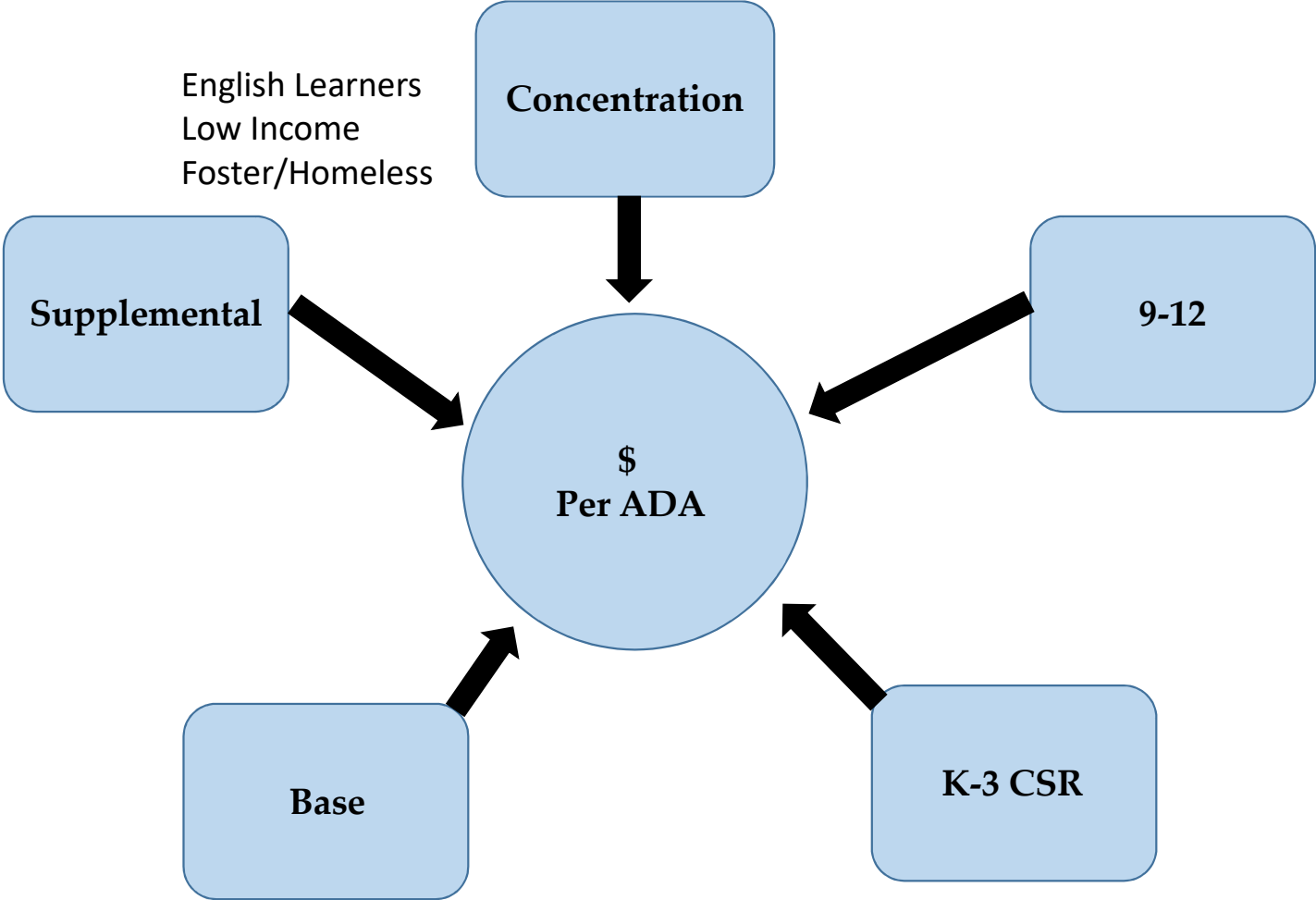
LCFF Funding Sources

- **BASE:**
  - Grade span allocation per student

- **SUPPLEMENTAL:**
  - Additional funding for unduplicated students (English learners, low income and foster/homeless)

- **CONCENTRATION:**
  - Additional funding if the district is over 55% in the unduplicated count
    - GUSD is at 54% so does not qualify

Local Control Accountability Plan (LCAP)

LCAP Overview

- The LCAP is a three-year plan that describes the priorities, goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities

- The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs

- The LCAP is a vehicle for transparency, engagement, access, equity and continuous improvement

- The LCAP is the strategic plan for Glendale Unified School District

LCAP Summary

- New emphasis on local control and on accountability

- Budgets are linked to goals and strategies

- Reports on the use of all LCFF funds

- Demonstrates how supplemental and concentration monies are used to support the target student groups

- Developed in collaboration with local school communities
- Three-year plan updated and report on annually

New LCAP Template Components

1. Plan Summary

2. **Annual Update**

3. Stakeholder Engagement

4. **Goals, Actions and Services**

5. Demonstration of Increased or Improved Services for Pupils

What are the expectations in a 3-year inclusive plan?

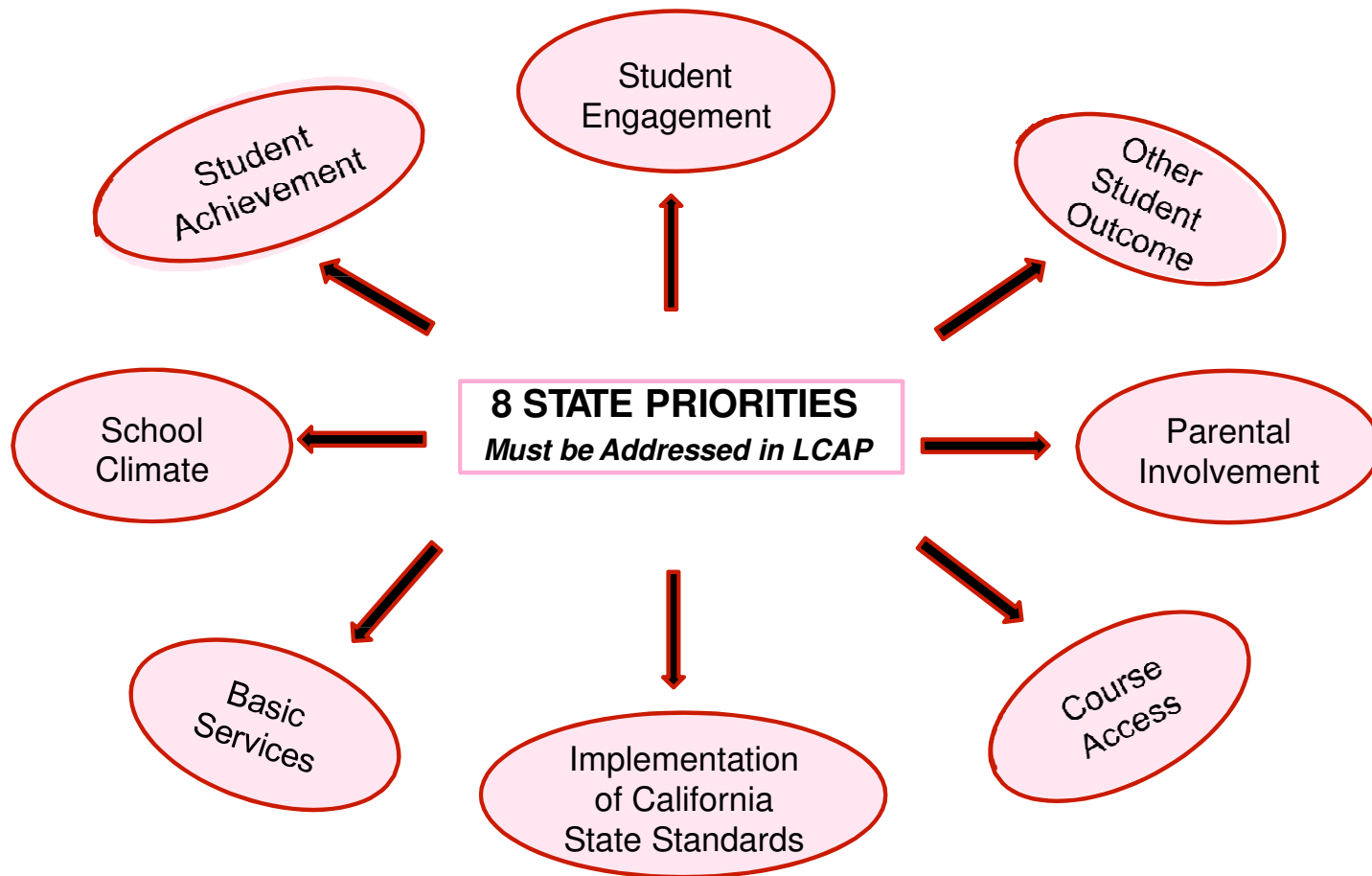| LCAP Components	Year 1	Year 2	Year 3
Plan Summary	Yearly	Yearly	Yearly
Budget Summary	Yearly	Yearly	Yearly
Annual Update	Yearly	Yearly	Yearly
Stakeholder Engagement	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept
Goals, Actions, & Services	Written for 3 years	Changes to plan could include a change to a specific goal, adding an action, modifying an action, discontinuing an action - all based on review of data/metrics and indicators	
Demonstration of Increased/Improved Services	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years

LCAP

"Our Roadmap to Success"

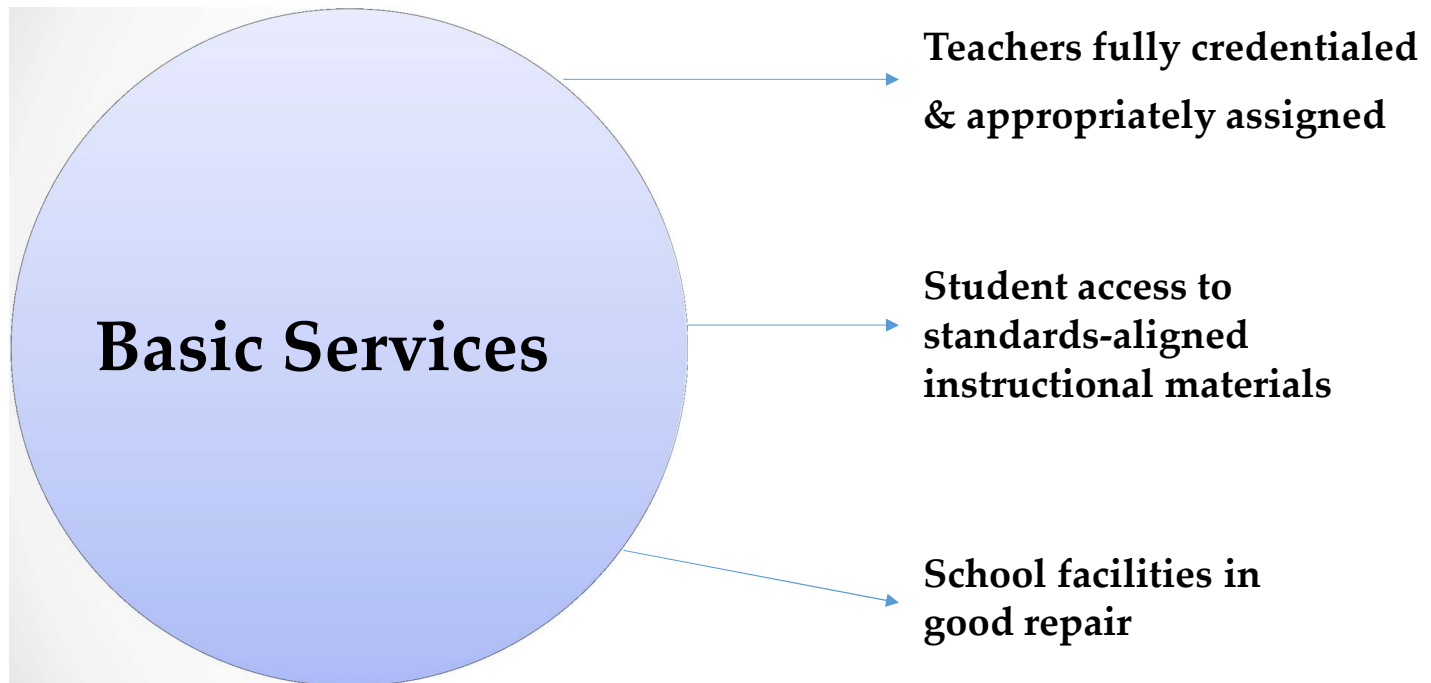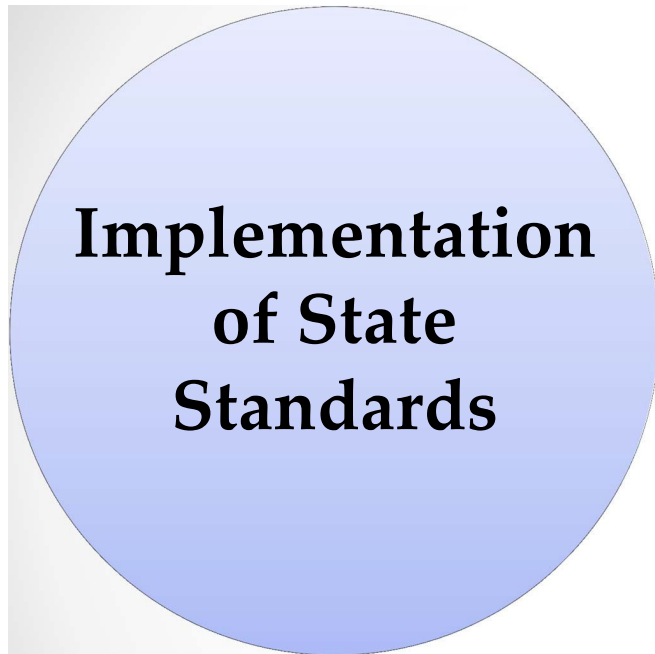# State, GUSD Board and LCAP Priorities

Eight State Priorities

- Student Engagement
- Student Achievement
- Other Student Outcome
- School Climate
- **8 STATE PRIORITIES** *Must be Addressed in LCAP*
- Parental Involvement
- Basic Services
- Implementation of California State Standards
- Course Access

State Priority

State Metrics/Indicators

Basic Services

Teachers fully credentialed
& appropriately assigned

Student access to
standards-aligned
instructional materials

School facilities in
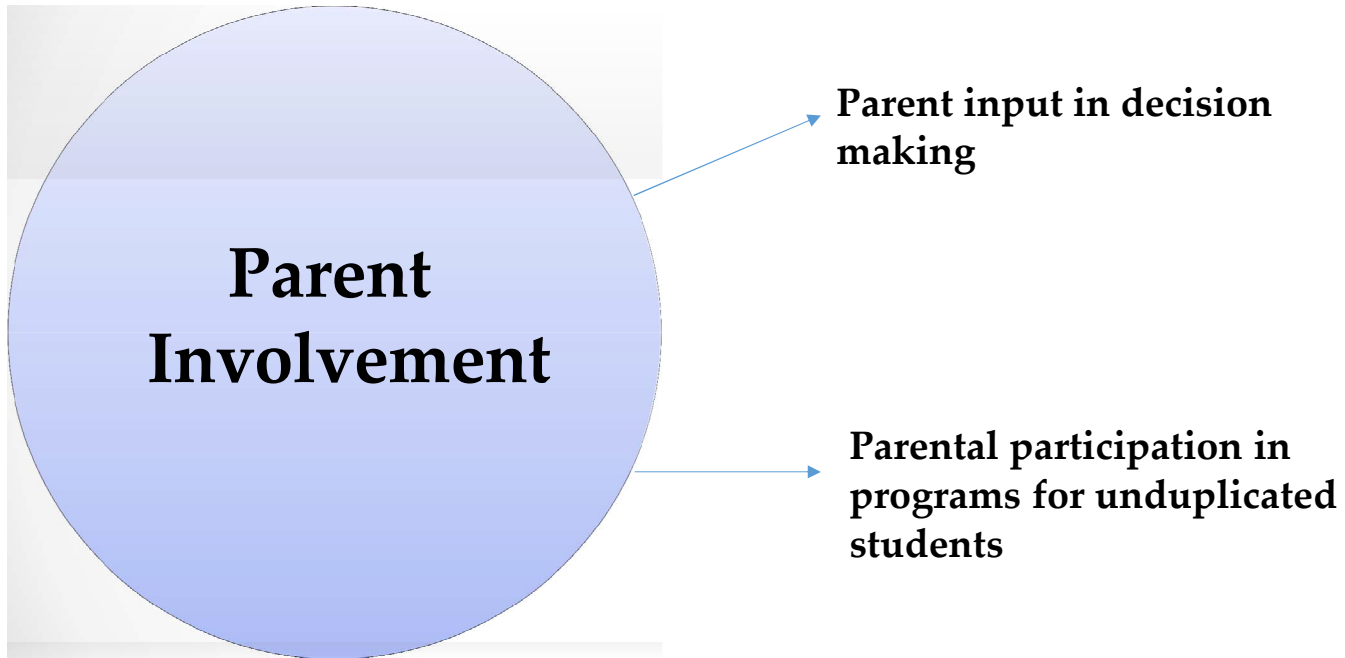good repair

State Priority

State Metrics/Indicators

Implementation of State Standards

Implementation of CCSS for all students, including English learners

State Priority

State Metrics/Indicators

Parent Involvement

Parent input in decision making

Parental participation in programs for unduplicated students
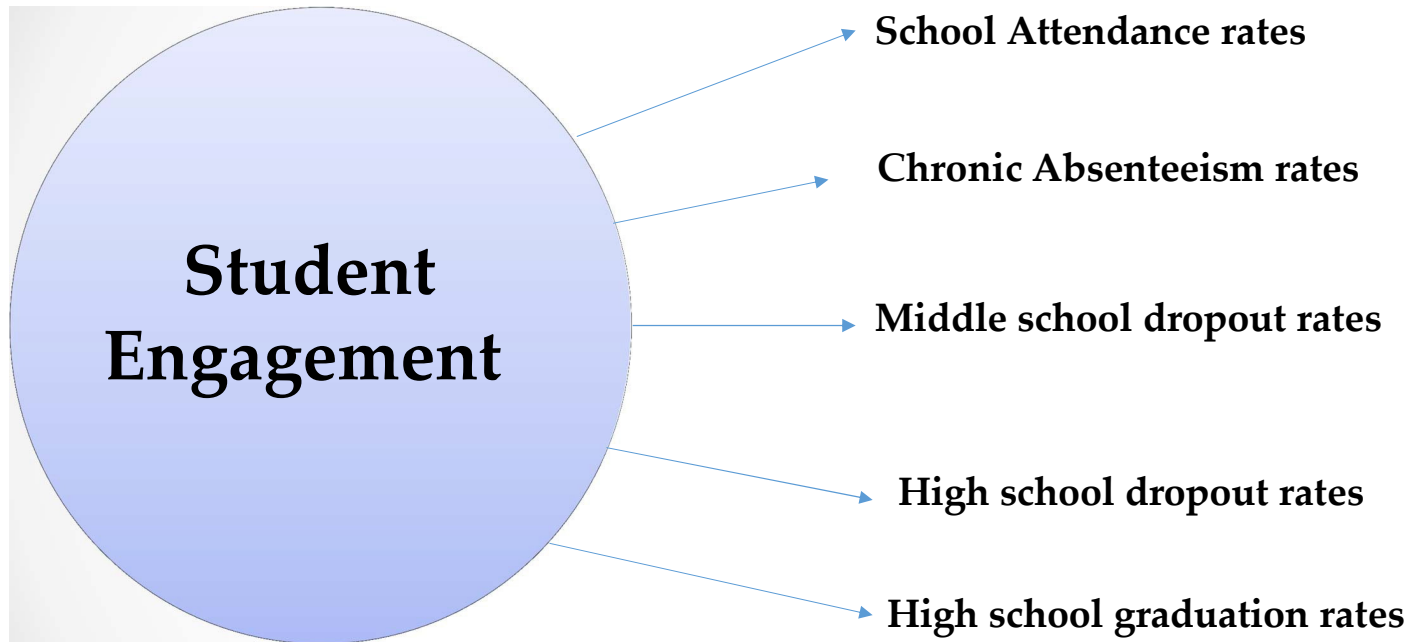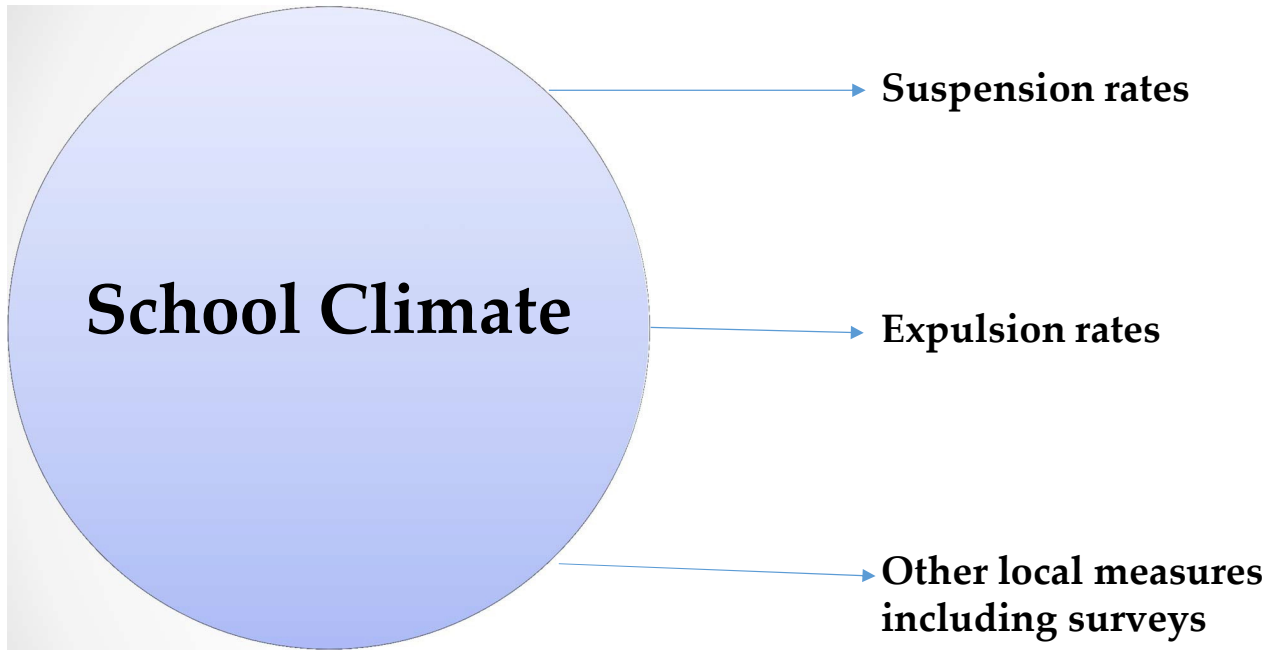
State Priority

State Metrics/Indicators

Course Access
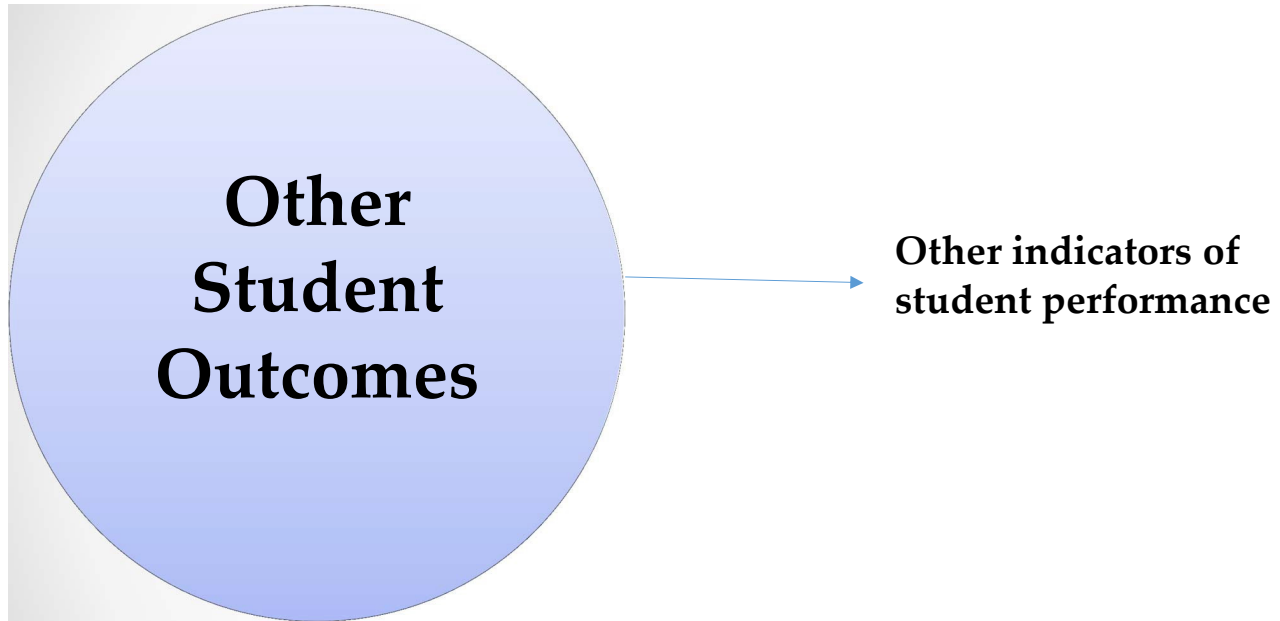
Student have access and are enrolled in all required areas of study

State Priority

State Metrics/Indicators

Other Student Outcomes

Other indicators of student performance

GUSD Board Priorities

1. Promote a culture of "Care, Trust and Inquiry"

2. Promote and implement the Board- adopted Local Control Accountability Plan

3. Use Board-adopted budgetary principles to maintain District fiscal integrity and stability of instruction and programs.

4. Continue the Measure S sequence planning and plan for the future issuance of bonds

GUSD LCAP Priorities 2016-2017

1. Implement California State Standards
2. Ensure College and/or Career Readiness
3. Address Social, Emotional and Physical Needs of ALL students
4. Create Intervention Programs
5. Provide Learning Beyond the Core Curriculum
6. Encourage Engagement of Parents, Teachers, Staff, Students and Community Members
7. Maintain a Safe and Secure Learning Environment

Learn Together

**Four Essential Questions to Improve
Instruction**

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they have not learned it?
4. What will we do when they already know it?

Annual Update

Annual Update
A Vehicle for Continuous Improvement

In education, the term **continuous improvement** refers to any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. The concept also encompasses the general belief that improvement is not something that starts and stops, but it's something that requires an organizational or professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth.
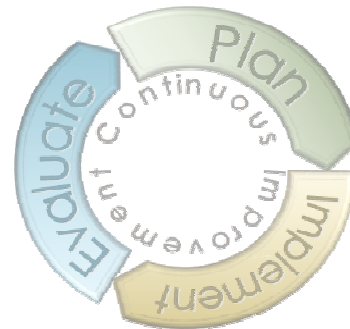
Glossary of Educational Reform

Guiding Questions for Annual Update

- What progress has been achieved toward the goal and expected measureable outcomes?

- How effective were the actions and services in making progress toward the goal?

Guiding Questions for LCAP

- What's working, what's not working, and what else is needed?

- What changes to goals, outcomes, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

LCAP Flow Chart

Priorities

Goals

Expected and Actual Outcomes

Actions tied to budget

Analysis

Review and Rewrite

District Attendance Data

	2014	**2015**	**2016**
District	96.5%	96.2%	96.2%

Chronic Absenteeism

- Defined as missing 10% of the school year
- Missing 2 days a month = 18 days a year
  - Almost equal to a month of school
  - Chronically absent students are five times more likely to fall behind in reading, writing and Math (Absencesaddup.org)

Chronic Absentee Rate

	2014	2015	2016
District	7.08%	8.35%	8.04%
Elementary	5%	5.66%	5.49%
Middle	6%	6.58%	7.23%
High	11%	12.83%	11.97%

CAASPP ELA and Math Results

CAASPP						
	ELA		MATH		SCIENCE	
	2015	2016	2015	2016	2015	2016
Elementary	57%	62%	52%	54%	71%	N/A
Middle	55%	59%	44%	50%	73%	N/A
High	69%	69%	48%	48%	68%	N/A
DISTRICT-WIDE	**58%**	**62%**	**49%**	**52%**	**69%**	**N/A**

New California Dashboard

www.caschooldashboard.org

DASHBOARD DEVELOPMENT

- 2016 – Development of rubrics to evaluate schools / districts in a detail beyond what was provided with the previous API scores
- January 2017 - State Board of Education approved the State's New Accountability & Improvement System
- January / February – Refinement of the rubrics and sharing of embargoed data with LEA (Local Educational Agency) coordinators
- Mid-March – scheduled public release of the California School Dashboard website which will post information on all schools and districts in California
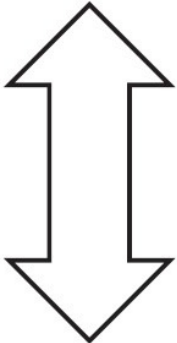
HOW ARE PERFORMANCE LEVELS DETERMINED?

Performance Levels are determined by a school/district's placement in a five-by-five grid that combines

- **Status** – the current year's data; with
- **Change** - the difference between the most recent year(s) data and the current year's data.

STATE PERFORMANCE CATEGORY LEGEND

	Blue	**Highest**
	Green	
	Yellow	⬆⬇
	Orange	
	Red	**Lowest**
*	**Between 11 and 30 pupils**	*Between 11 and 29 pupils for whom data is reported for the applicable performance indicator*
---	**Less than 11 pupils**	*Less than 11 pupils for whom data is reported for the applicable performance indicator*
N/A	**Not applicable or applicable**	*Data is not available or the performance indicator is not applicable*

Priorities: State and Local Indicators

LCFF Priority	State Indicator	Local Indicator
1 Basic Services		Basic Conditions at School
2 Implementation of State Standards		Implementation of State Standards
3 Parental Involvement		Parental Involvement
4 Pupil Achievement	Academic Indicator English Learner Indicator	
5 Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	
6 School Climate	Suspension Rate Indicator	Local Climate Survey
7 Course Access	College/Career Indicator	
8 Other Pupil Outcomes	College/Career Indicator	

DASHBOARD COMPONENTS

For the initial roll-out, five State Indicators will be included:

- Suspension Rate (K-12)

- English Learner Progress (K-12)

- English Language Arts Academics (K-8)

- Mathematics Academics (K-8)

- Cohort Graduation Rate (9-12)

Using five Performance Levels:

Blue (Highest)   Green   Yellow   Orange   Red (Lowest)

Glendale Unified - Los Angeles County

Enrollment: 26,117   **Socioeconomically Disadvantaged:** 48%   **English Learners:** 28%   **Foster Youth:** N/A   **Grade Span:** P-12

Charter School: No

Reporting Year: Spring 2017

Equity Report	Status and Change Report	Detailed Reports	Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indi

| State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	10	0
English Learner Progress (K-12)	🟢	1	0
Graduation Rate (9-12)	🟢	7	0
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)	🟢	9	0
Mathematics (3-8)	🟢	9	0

Proposed LCAP for 2017-2020

"Education is the most powerful weapon we can use to change the world."

— Nelson Mandela
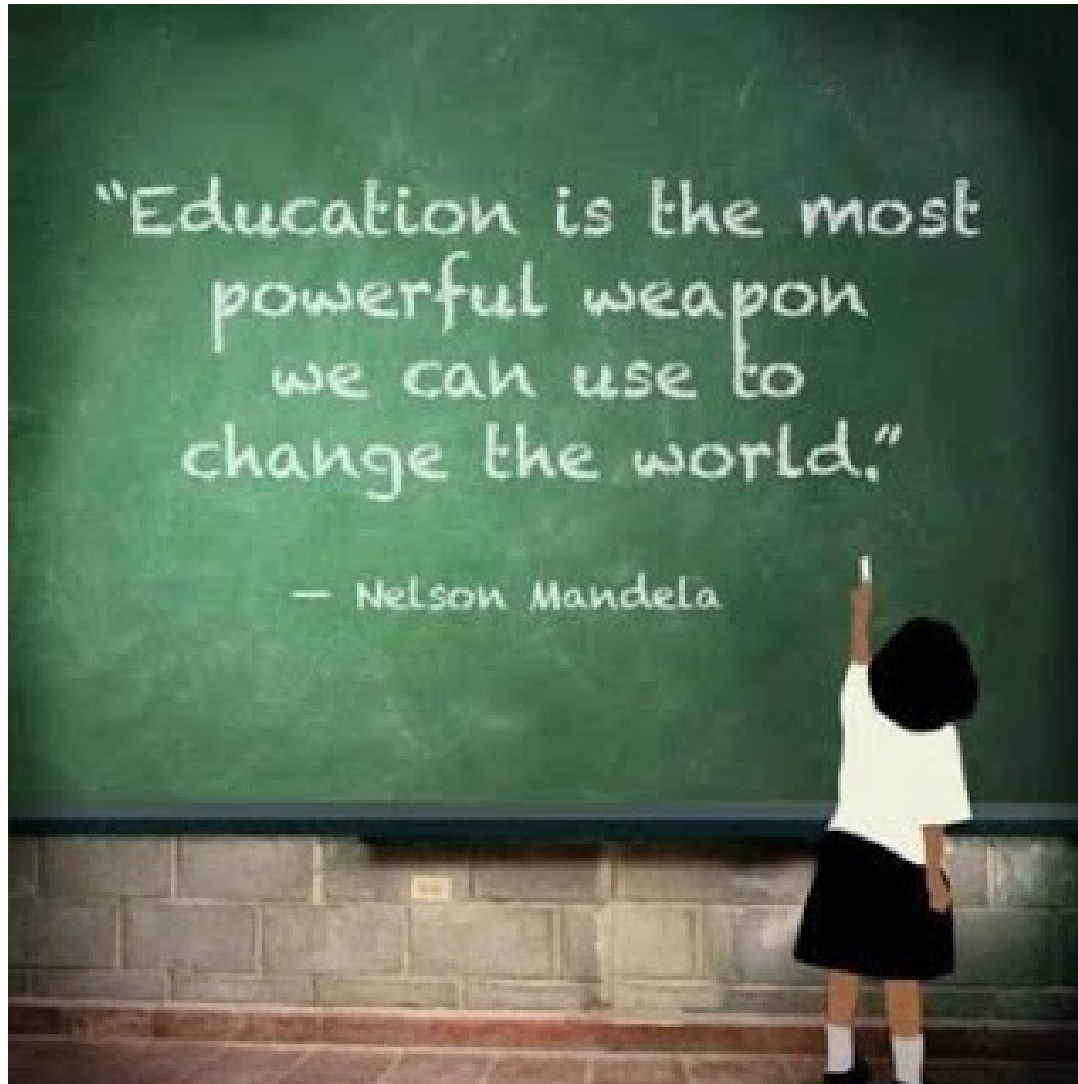
GUSD Roadmap to Success

2017-2018 LCAP Goals

Priority 1: Maximize Student Achievement

Goal 1-1: Improve **academic achievement** for <u>all</u> students.
- Performance on statewide CAASPP assessments with focus on measured Student Groups
- English Learner (EL) access State and English language development (ELD) standards
- EL progress and reclassification
- Access to State standards for students with disabilities

Goal 1-2: Ensure all students are **college and/or career ready** upon graduation.
- Completion of a-g college requirements
- Availability of Career and Technical Education (CTE) pathways
- Pass rate for Advanced Placement (AP) exams with a score of 3 or higher
- Performance on Early Assessment Program (EAP) measures
- Foreign language development

Priority 2: Create a Culture of Learning

Goal 2-1: Support the **social, emotional, and physical needs** of <u>all</u> students.
- Student, parent, and staff sense of safety, care, and trust
- Access to nurses, counselors, and mental health providers
- Access to nutrition services
- Support for low income students and foster/homeless youth

Goal 2-2: Provide services and **conditions that support student learning.**
- Access to standards-aligned textbooks and instructional materials
- Fully credentialed and appropriately assigned teachers
- Facilities in good repair

Goal 2-3: Provide teachers with **tools and training** to implement State academic standards.
- Professional development
- Standards-aligned curriculum and classroom materials
- Support for teachers and administrators

Goal 2-4: Provide students with access to **support interventions** and **instructional tools** for learning.
- Targeted interventions for students not yet proficient
- Access to technology in the classroom

Priority 3: Increase Engagement

Goal 3-1: Provide a **positive environment** and **opportunities for students to connect** with their school and community.
- Chronic absenteeism rates
- Graduation rates
- Suspension and expulsion rates
- Attendance rates
- Dropout rates (MS and HS)
- Positive Behavior Intervention and Support (PBIS) and Restorative Justice
- Arts, music, clubs, activities, and sports
- After-school programs

Goal 3-2: **Engage families and community** to support student learning.
- Parent/guardian input in decision making
- Parent/guardian participation in programs for ELs, low income students, foster/homeless youth, students with disabilities
- Communication and community outreach

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LCAP Next Steps for Glendale Unified

1 CONTINUE REFINING THE PROPOSED LCAP

2 JUNE 6, 2017 BOARD OF EDUCATION PUBLIC HEARING

3 JUNE 20, 2017 BOARD OF EDUCATION APPROVAL

4 JUNE 26, 2017 SEND PROPOSED PLAN TO LOS ANGELES COUNTY OFFICE OF EDUCATION FOR APPROVAL/REVISIONS

5 JULY 13-15, 2017 PRINCIPALS WILL CREATE SITE GOALS RELATED TO THE LCAP

6 CONTINUE TO MONITOR THE LCAP GOALS, OUTCOMES, SERVICES AND PROGRESS

Questions?

Thank you for your time as we travel down this LCAP road and LEARN TOGETHER!

Please make sure you sign in with your contact information so you can keep informed and be engaged!

www.gusd.net