

2019-20 LCAP Stakeholder Questions and Responses



Below you will find answers to questions submitted by GUSD stakeholders online and at our final LCAP Town Hall May 13, District English Learner Advisory Committee (DELAC) meeting May 20, and Superintendent's Parent Advisory Committee meeting May 28, 2019.

Question: How do teachers manage small group instruction with a large class?

Answer: GUSD teachers receive specific training on how to manage small group instruction in a large classroom setting. Our new Benchmark curriculum launching districtwide this year is specifically aligned to small group instruction and teachers will receive even more professional development and training opportunities for this new curriculum.

Statement 1: I would like to see school libraries addressed in the LCAP. Studies show that school libraries enhance student achievement. Research provides compelling evidence that school libraries and library staff have a positive impact on student achievement. The research into school library impact shows higher student performance: improved reading test scores.

Statement 2: The school library should be the hub of the school, and school librarians/library assistants should be the stewards of that space. Making library a priority by keeping books up to date and weeding out the outdated dusty books will bring more students into the library and excited to check-out current books. Starting a book club, if there is a librarian or library assistant present at school full-time could promote more reading.

Statement 3: Libraries can engage students with learning in many ways. ... Librarians/Library Assistants help students learn the best ways to access and use quality information and resources, help them to enhance their study and research skills and explain how to use the latest technologies to enhance their learning.

Response to Statements 1, 2, 3: School library aides and multi-media technology specialists are addressed in the LCAP under Goal 4, Priority 2: Create a Culture of Learning. This action/service intends to provide library aides/multi-media technology specialists to support student access to technology and improve student learning opportunities. GUSD provides library aides/multi-media technology specialists to support student access to technology and improve student learning opportunities at all elementary schools. Library aides and multi-media technology specialists have allowed increased student and teacher access to the library and media center at each campus to develop 21st century learning skills, receive adult guidance in finding appropriate resources, and effectively utilizing technology as a learning tool.

Question: How will GUSD maximize student achievement in their FLAG programs? You must acknowledge that students in these programs require extra help. In addition, reliance on parent-run foundations to fundraise for interns or intervention leaves some FLAG sites at a disadvantage if they do not have parents with resources, time, or money to fundraise. I would like to see GUSD give these schools more budget for target-language intervention and teaching assistants, if language proficiency is the among the primary student achievement goal at these schools. Half, if not more, of the FLAG students do not speak the target languages at home, and more help during the day and after school is essential to their success as language learners.

Answer: GUSD LCAP Priority 1 is Maximize Student Achievement. This priority extends to all students and all programs. GUSD provides a FLAG coordinator, three targeted FLAG Teacher Specialists and 10 FLAG teachers. FLAG teachers meet with their FLAG coordinator regularly throughout the year. Additionally, collaboration days are dedicated to FLAG curriculum to ensure articulation across schools and dedicated professional development opportunities are designed to meet the specific needs of FLAG students.

Question: Do we have a specific program in mind to teach Social Emotional Learning in secondary? Restorative and PBIS are great but we might want to consider Second Step or School Connect.

Answer: In 2018-19, GUSD entered into a contract with Panorama, a student survey tool to support social-emotional development. Students in grades 3-12 participate in the Panorama survey twice a year, in September and February. The survey monitors social-emotional learning across two areas for students:

1. Student Skills & Competencies: Grit, Growth Mindset, Emotional Regulation, Self-Management, and Social Awareness and
2. Student Supports & Environments: Sense of Belonging, Teacher-Student Relationships, School Safety, Student Engagement, Valuing of School

Survey results are used both at the district and school levels to set goals and guide decisions on potential interventions and programming for students aimed at designing continuous improvement plans that address students' social and emotional learning needs.

While GUSD has not identified a particular social-emotional learning program for secondary schools, each of the four middle schools had between 65 and 120 students participate in Challenge Day, a daylong workshop facilitated by trained professionals and volunteers. Challenge Day activities allow students to experience first-hand their individual strengths and challenges in a safe environment.

Question: Can parents see the Facility Inspection Tool (FIT) rubric referenced in the LCAP so we can see what a school with "exemplary" facilities looks like?

Answer: Yes, we will post the FIT rubric on the GUSD website. Look for this soon at www.gusd.net/FASO.

Question: Are Career and Technical Education (CTE) funds available for elementary school?

Answer: right now, CTE funds are only available for grades 6-12.

Question: Are CTE programs available at all GUSD middle and high schools?

Answer: Yes. Various CTE programs are available at all GUSD middle and high schools. Students who want to participate in a CTE pathway that is not available at their home school can apply for a permit to a school where the pathway is available. Learn more about which CTE pathways and courses are available at each school by visiting www.gusd.net/CTE.

Question: What do we do with Chromebooks that come out of rotation (are no longer being used in the classroom)?

Answer: If we can repair the Chromebook or trade it in with a warranty, we do that. However, most Chromebooks that come out of rotation are no longer usable.

Question: Is there a plan to increase counselors and quality of counselors, particularly at high school?

Answer: As part of our district solvency plan, we must cut \$5 million from the GUSD budget for the 2019-20 school year. With that, GUSD does not currently have plans to hire additional staff. However, our district has placed a high priority on creating more training and professional development opportunities for our current counselors.