

2021-22 Local Control Accountability Plan (LCAP)

March 29, 2022
Town Hall

www.gusd.net/March29Questions



INTERPRETATION

Լսել հայերենով

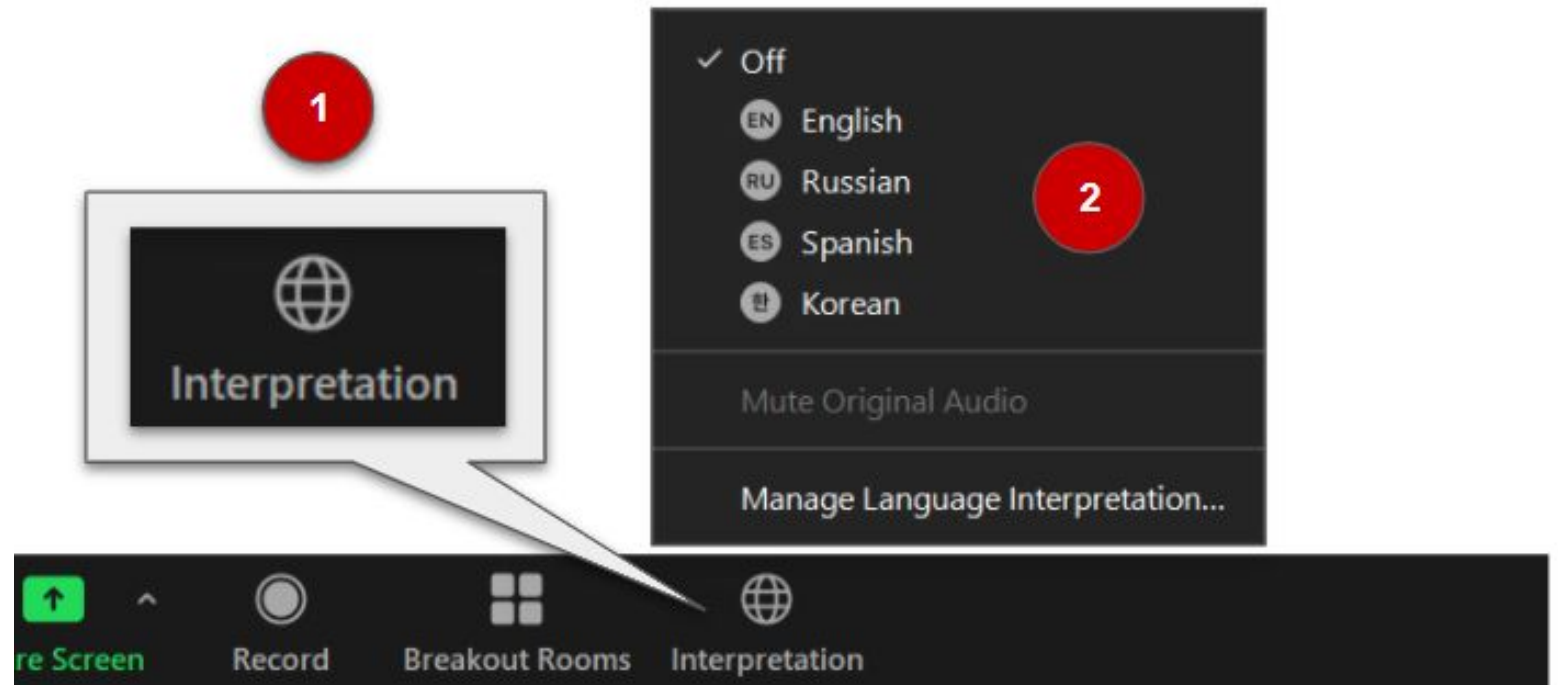
1. Մեղմեք թարգմանության սլաակերակի վրա
2. Ընտրեք **Russian-ը (ռուսերն)**

한국어로 듣기 위해선

1. **통역 (Interpretation)** 아이콘 클릭
2. **한국어 (Korean)**를 선택하기

Para escuchar en español

1. Haga Clic en el icono de **Interpretation/Interpretación**
2. Seleccione **Spanish (Español)**





AGENDA

- Survey Results
- Updates on Goals and Actions



What is the Local Control Accountability Plan (LCAP)?

- All school districts in California are required to produce an LCAP, demonstrating how the Local Control Funding Formula (LCFF) funds are linked to meeting the needs of all students.
- The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.
- The LCAP provides an opportunity for school districts to share their stories of how, what, and why programs and services are selected to meet their local needs.



Local Control Accountability Plan: 8 State Priorities

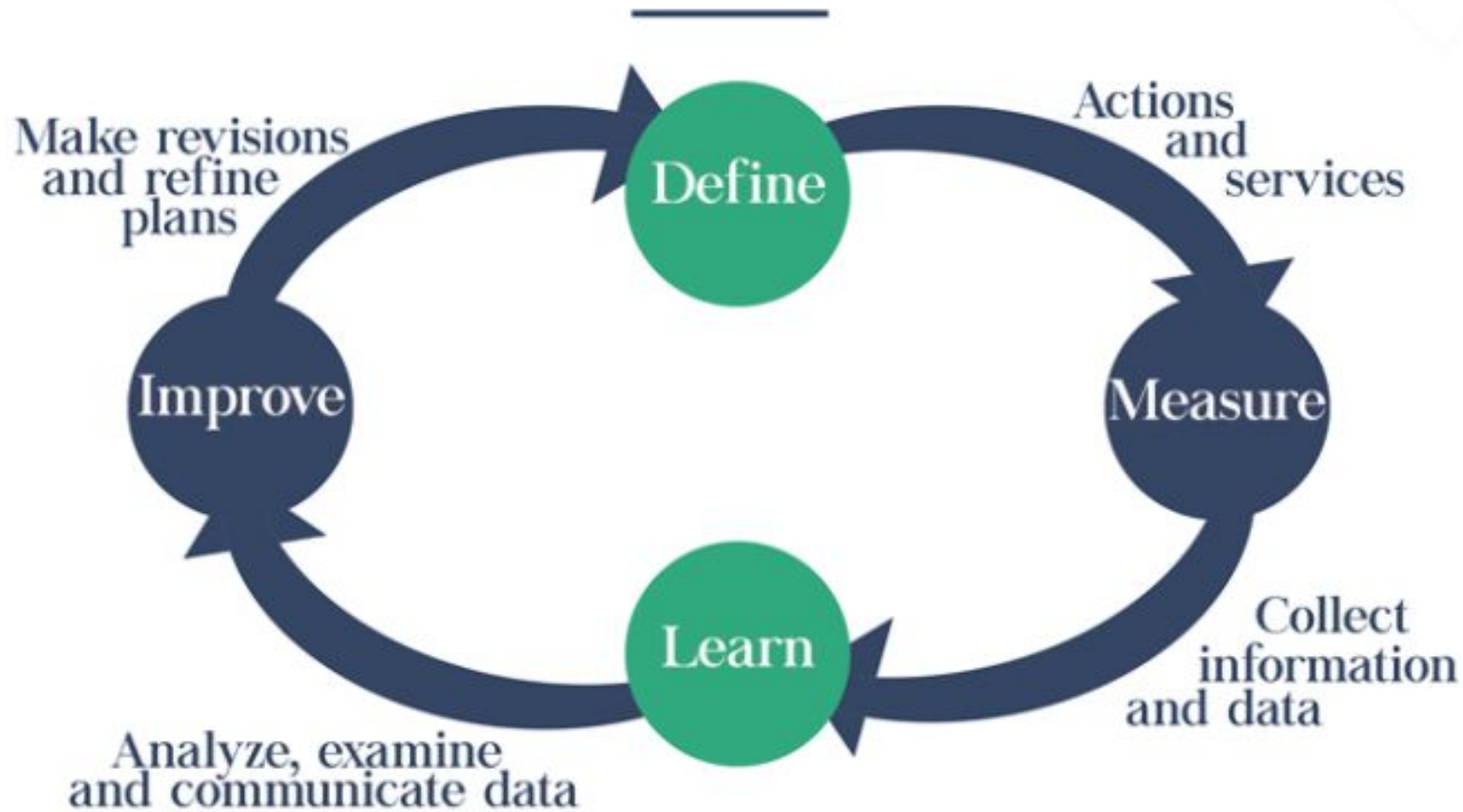
- Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
- Priority 2: Implementation of academic content and performance standards adopted by State Board of Education
- Priority 3: Parental Involvement and Family Engagement
- Priority 4: Pupil Achievement
- Priority 5: Pupil Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes



LCAP Requirements to Ensure Equity

- LCFF requires districts to provide a description to demonstrate how the the district is increasing or improving services for students who are low income, English learners, or foster youth as compared to the services provided to all pupils.
- Services must be increased or improved in proportion to the increase in funds apportioned on the basis of the number and concentration of low income, English learners, or foster youth students.
- To improve services means to grow services in *quality* and to increase services means to grow services in *quantity*.

The LCAP Cycle



Board Priorities & LCAP Goals

GUSD Roadmap to Success for Educating the Whole Child

GOAL 1

**Maximize
Student
Achievement**

GOAL 2

**Foster a Positive
Culture of Learning**

GOAL 3

**Ensure the Health
and Safety of
Students and
Employees**

**Maintain District
Financial
Responsibility**

Survey Results





Student Survey Results

Percentage of favorable outcomes on Panorama survey for grades 4 and 5 (Spring 2022)

Baseline	Year 1 Mid-Year	Desired Outcome by 2023-24
<ul style="list-style-type: none"> ● Emotion Regulation 45% favorable ● Growth Mindset 61% favorable ● Self-Efficacy 61% favorable ● Sense of Belonging (connectedness) 70% favorable ● Social Awareness 70% favorable 	<p><u>Spring 2022</u></p> <ul style="list-style-type: none"> ● Emotion Regulation 42% favorable ● Growth Mindset 61% favorable ● Self-Efficacy 59% favorable ● Sense of Belonging (connectedness) 63% favorable ● Social Awareness 67% favorable ● School Safety 64% favorable 	<ul style="list-style-type: none"> ● Emotion Regulation 54% favorable ● Growth Mindset 70% favorable ● Self-Efficacy 70% favorable ● Sense of Belonging (connectedness) 79% favorable ● Social Awareness 79% favorable ● School Safety 75% favorable



Student Survey Results

Percentage of favorable outcomes on Panorama survey for students in grades 6-12 (Spring 2022)

Baseline	Year 1 Mid-Year	Desired Outcome by 2023-24
<ul style="list-style-type: none"> ● Emotion Regulation 49% favorable ● Growth Mindset 54% favorable ● Self-Efficacy 49% favorable ● Sense of Belonging (connectedness) 43% favorable ● Social Awareness 64% favorable 	<p><u>Spring 2022</u></p> <ul style="list-style-type: none"> ● Emotion Regulation 48% favorable ● Growth Mindset 54% favorable ● Self-Efficacy 52% favorable ● Sense of Belonging (connectedness) 41% favorable ● Social Awareness 62% favorable ● School Safety 58% favorable 	<ul style="list-style-type: none"> ● Emotion Regulation 58% favorable ● Growth Mindset 63% favorable ● Self-Efficacy 58% favorable ● Sense of Belonging (connectedness) 52% favorable ● Social Awareness 73% favorable ● School Safety 72% favorable



Employee Survey Results

Percentage of favorable outcomes on GUSD Employee Culture Survey (Spring 2022)

Baseline	Year 1 Mid-Year	Desired Outcome by 2023-24
<ul style="list-style-type: none">● Sense of safety 75% favorable (established in Spring 2022)● Sense of connectedness 70% favorable (established in Spring 2022)	<p><u>Spring 2022</u></p> <ul style="list-style-type: none">● Sense of safety 75% favorable● Sense of connectedness 70% favorable	<ul style="list-style-type: none">● Sense of safety 85% favorable● Sense of connectedness 80% favorable



Parent/Guardian Survey Results

Percentage of favorable outcomes on GUSD Parent/Guardian Culture Survey (Spring 2022)

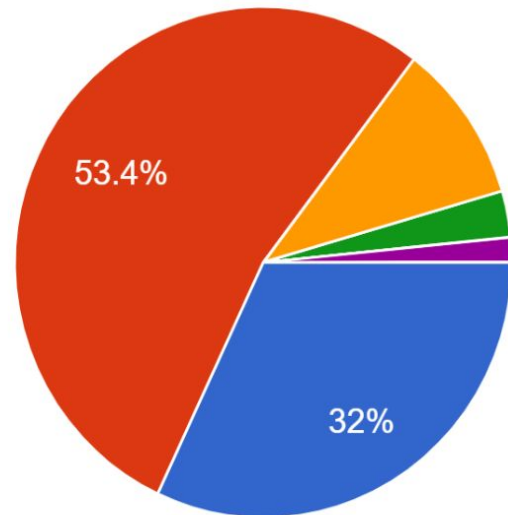
Baseline	Year 1 Mid-Year	Desired Outcome by 2023-24
<ul style="list-style-type: none"> ● Sense of safety 82.3% favorable (established in Spring 2022) ● Sense of connectedness 69.2% favorable (established in Spring 2022) ● Opportunities to participate in decision making processes and programs 76.0% favorable ● Opportunities to participate in training to support student learning 66.5% favorable ● Opportunities to be informed of their child's progress 88.7% favorable 	<p><u>Spring 2022</u></p> <ul style="list-style-type: none"> ● Sense of safety 82.3% favorable ● Sense of connectedness 69.2% favorable ● Opportunities to participate in decision making processes and programs ___ % favorable ● Opportunities to participate in training to support student learning ___ % favorable ● Opportunities to be informed of their child's progress ___ % favorable 	<ul style="list-style-type: none"> ● Sense of safety 92% favorable ● Sense of connectedness 80% favorable ● Opportunities to participate in decision making processes and programs 85.0% favorable ● Opportunities to participate in training to support student learning 55.5% favorable ● Opportunities to be informed of their child's progress 97.7% favorable

English Learner Parent Survey

February 10-21 (extended to February 28)

Total Responses Received: 444 out of 4904 EL students

My child feels academically supported by teachers and staff at school. Իմ երեխան դպրոցում զգում է ուսումնական աջակցությունս n...사 및 교직원으로부터 학업적으로 도움을 받고 있다고 느낀다.
444 responses



- Strongly Agree/Լիովին համաձայն եմ/ Totalmente en Acuerdo/ 강한 동의
- Agree/Համաձայն եմ/En Acuerdo/동의
- Neither Agree nor Disagree/Չեզոք/Ni de Acuerdo o en Desacuerdo/ 동의, 비동의 어느 것도 아님
- Disagree/Համաձայն չեմ/En Desacuerdo/비동의
- Strongly Disagree/Բոլորովին համաձայն չեմ/Totalmente en Desacu...

Goal 1: Maximize Student Achievement

Students will receive high impact instruction to make academic progress on the California State Standards in order to prepare for college, career, and life.





Goal 1 Actions

1. Instruction and Professional Development
 - Effective instruction and intervention for all students supported through high quality professional development, instructional coaching and resources that are culturally relevant and responsive, ensuring equitable access for all learners.
2. Instruction-related services for special education
 - Appropriate instruction and support that is aligned to IEP goals to assist in students' continuous progress. Staff, supported through ongoing professional development and resources, implement programs that serve the specifically identified academic and behavioral needs of students with special needs.
3. English Learner Support
 - Daily Designated ELD instruction in a protected block of time and Integrated ELD embedded in all content for all English Learners based on assessed needs and supported through ongoing professional development and resources.



Goal 1 Actions

4. College, Career, and Life Readiness

- Trained staff create and promote CTE programs and facilitate the Individual College and Career Learning Plans for middle and high school students. The CTE pathway programs are created, maintained, expanded through effective implementation.

5. Educational Technology

- Maintaining the 1:1 student to device ratio and providing timely technology device maintenance and professional development; continuing the implementation of GenYes classes.

6. Gifted and Talented Education (GATE)

- Enhance services by developing a comprehensive plan that establishes the process for identification using a tool for universal screening, effective instructional strategies for differentiation, and professional development to support the teachers.



Goal 1 Actions

7. Instructional Support - School Level (*Contributing to Increased/Improved Services*)
 - Carefully designed targeted interventions in addition to core instruction to close the achievement gap. All elementary, middle, and high schools provide evidence-based academic interventions in ELA and Math to unduplicated students (English learners, low income, and foster youth) based on ongoing data analysis of multiple measures. Collaboration time for teachers to analyze assessment results, examine the data, and plan the targeted intervention services. Instructional resources and materials to maximize and accelerate student access and academic performance.
8. Instructional Support - Elementary (*Contributing to Increased/Improved Services*)
 - Increase teacher and student interaction to support all students, and especially English learners, low income, and foster youth. Decreasing the adult/student ratio that allows a focus on small group instruction and individualized assistance, differentiated instruction, and timely targeted interventions.



Goal 1 Actions

9. Instructional Support - Secondary (*Contributing to Increased/Improved Services*)
 - Block scheduling at the middle and high school levels to increase student access to courses and to expand the instructional time for English learners, low income, and foster youth. Education assistants to help students access the curriculum through small group instruction, differentiated instruction and primary language support.
10. Academic and Behavioral Support (*Contributing to Increased/Improved Services*)
 - Strategies and services that increase the individualized support and engage students in the learning experiences through small group and individualized behavioral support strategies. Instructional assistants with specialized training to increase and improve services related to academic and behavioral needs to increase access, attendance, engagement, and student achievement. Resources to develop and implement intervention plans that incorporate multi-tiered systems of support (MTSS).



Goal 1 Actions

11. Expanded Learning Opportunities (*Contributing to Increased/Improved Services*)
 - Expanded learning opportunities in the form of extended-day kindergarten, Saturday school, summer learning camps, and before and after school tutoring. Greater access to teachers and support staff through small group, personalized instruction using supplemental evidence-based resources. Focus on acceleration and enrichment, while strengthening students' sense of connection and belonging to school.
12. Elementary Extracurricular Opportunities (*Contributing to Increased/Improved Services*)
 - Before and after school learning opportunities at the elementary level through extracurricular activities such as, music and chorus, sports, and technology to increase student connectedness to school.
13. Elementary Library/Media Education (*Contributing to Increased/Improved Services*)
 - Library aides and multimedia technology specialists create learning opportunities that offer access to a literacy and technology rich environment. Ample access and direct support to obtain information and resources that best support learning immediately.



Goal 1 Actions

14. Instructional Technology Support (*Contributing to Increased/Improved Services*)
 - Teacher specialists in ETIS support parents and families to secure access and use of technology and the internet. Presentations at parent engagement events and one-on-one support as needed.
15. Instructional Support - English learner (*Contributing to Increased/Improved Services*)
 - High-quality designated curriculum and professional development to provide academic and social emotional support to engage newcomer ELs in rigorous, grade-level academic learning. Rigorous academic language development instruction for Long-Term English Learners to increase the rate of language acquisition.
16. English Learner support in Dual Immersion (*Contributing to Increased/Improved Services*)
 - ELs in dual immersion receive the necessary support for developing skills in English as well as the target language. The coordinator and teacher specialists assigned to support the dual language immersion programs closely monitor student achievement towards linguistic and academic goals.



Goal 1 Actions

17. Expanded Opportunities - Advanced Placement Exams (*Contributing to Increased/Improved Services*)
 - Fund the cost of the Advanced Placement tests to maximize low income students' opportunity to earn college credit.
18. Instruction-related services for Daily HS (*Contributing to Increased/Improved Services*)
 - Individualized timely intensive interventions in reading and math, and support to accelerate progress towards closing the achievement and the credit gaps. Increased small group and one-to-one support through reduced student-to-teacher ratio and additional instructional support staff. Counseling service provider to address learning goals and social-emotional needs to increase self-efficacy. Additional alternative programs and opportunities for credit recovery, including extended learning during summer.
19. Expanded Opportunities - Transportation for Clark Magnet HS (*Contributing to Increased/Improved Services*)
 - Transportation for qualifying low income students to increase access to attend Clark Magnet High School and take advantage of the opportunities offered. Student pick-up areas at or near the students' school of residence to eliminate barriers.



Goal 1 Actions

20. Intervention Support - Elementary Schools

- Intensive intervention support for students in TK-6 who are demonstrating academic gaps based on the grade level expectations, as measured by local and state assessments. Targeted intervention plans developed at the school to incorporate evidence-based strategies to close the academic gaps.

21. Instructional Support - Secondary Schools

- Super Tutor Program to provide a team of academic tutors who can support their peers in various content areas before and after school, as well as during lunch. Certification training for Super Tutors on effective tutoring and teaching practices. Compensation for Super Tutors for services.

Goal 2: Foster a Positive Culture of Learning

Schools will be safe, inviting, engaging, supportive, and culturally responsive and relevant environments for students, parents, and staff.





Goal 2 Actions

1. Student Services (*Contributing to Increased/Improved Services*)
 - Early interventions to reduce chronic absenteeism. Monitor attendance and identify students who need support in improving their attendance. Weekly phone calls home to identify needs and provide additional support. Provide food resources to meet basic needs. Connect with agencies in the community to provide interventions and supports to address food insecurity, sheltering, clothing, and more.
2. Health and Wellness Services (*Contributing to Increased/Improved Services*)
 - Social work supervisors to provide guidance, training, and assistance to social work interns. Individual and group counseling, parent support groups, social emotional support through psychological service providers are offered based on identified needs. Additional psychological service providers at schools with individual and group counseling and parent support groups. Parent workshops to ensure the families are empowered with skills and supported alongside their child.



Goal 2 Actions

3. Parent Engagement/Outreach (*Contributing to Increased/Improved Services*)
 - Welcome Center services include parent orientation to identify and provide support to families. Districtwide translation services. Student Wellness Services (SWS) intake process to identify their specific needs, personal, academic, and social-emotional. Counselors assigned to schools to support the continuous progress of the foster youth. Equity, Access, and Family Engagement Department establishing a robust family engagement program using the California Department of Education's Framework and Toolkit for Family Engagement.
4. Restorative Justice and PBIS
 - Learning opportunities for students in drug and violence prevention to ensure students' safety and security. A comprehensive rollout of the Positive Behavior Interventions and Supports (PBIS) program. Training in restorative practices to provide all adults and students on campus the opportunity for dialogue, correct the wrong, restore the wrong that was done.



Goal 2 Actions

5. Health and Wellness Services - Special Education

- The Special Education Department counseling services to students per their IEPs. School psychologists to support students and school sites to address the social emotional needs of students. Psychological service providers provide counseling services to students with IEPs in order to access their educational/academic program.

6. Communication and Surveys

- Q student information system for access to timely student information. Panorama Survey and other surveys for engaging education partners. District and school websites for centralized location for information and resources.

7. Guidance and Counseling

- Provide a multi-tiered system of support that includes culturally-inclusive practices to address the academic, college/career, and personal/social development of all students. Facilitate the comprehensive school counseling program in collaboration with students, parents, teachers, school/district staff and community. Support students in finding their purpose and effectively managing future challenges. The psychological service providers support the social emotional learning and development of all students.

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

Students will receive basic services, including qualified teachers, standards-aligned instructional materials, and appropriately maintained school facilities.





Goal 3 Actions

1. Qualified Staff
 - Fully credentialed and appropriately assigned teacher and qualified administrators and support staff.
2. Instructional Materials
 - Provide instructional materials to remain Williams compliant.
3. Plant/Maintenance Services
 - Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.
4. Safety and Security
 - Campus security guards at secondary schools. Two Glendale Police Department School Resource Officers (SRO) and one Los Angeles Sheriff's Department SRO. Youth programs such as the Explorer program and TAPP.
5. Health Services
 - Implementation of all the health services across the district overseen by district nurse and school nurses. Licensed Vocational Nurses for medically fragile students.

Questions?

www.gusd.net/March29Questions





Superintendent's Community Update
Dr. Vivian Ekchian

**Topic: School Budgets and
Legislative Action**

Thursday, April 7 | 4:00 p.m.

LIVE on Zoom
Register at www.gusd.net/April7

Special Guests

Leilani Aguinaldo

*Director, Governmental Relations
School Services of California, Inc.*

Andrea Ball

*President
Ball/Frost Group, LLC*

Dr. David M. Cole

*Vice President, Communications and Convention
Former Vice President, Legislation and Advocacy
Glendale Council PTA*

Chris Steinhauser

*Executive Coach, InnovateEd
Retired Superintendent, Long Beach Unified School District*



Submit questions at www.gusd.net/April7Questions

