

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

The Annual Update of the 2019-20 LCAP is included in the prior section.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
PPE, Disinfecting Supplies, Services, Custom Signs, Handwashing Stations, Air Purifiers, PE Supply (Funding is projected for the whole 2020-21 school year)	\$4,775, 496	\$5,858,392	N
Certificated/Classified staffing cost related to COVID-19 (Technology Learning Pods)	\$80,000	\$150,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The increase in expenditures for PPE, Disinfecting Supplies, etc. were due in large part to the added costs associated with the reopening of schools in March (elementary) and April (secondary) 2021. GUSD purchased an additional stand-alone HEPA filter for each classroom, front offices, and quarantine rooms. Masks with clear fronts were purchased for all primary and dual immersion students and teachers to provide clear view of the mouth for phonics and language instruction. Additionally, GUSD schools were equipped with 31 large outdoor event size tents for 16 schools that requested them to accommodate outdoor learning spaces, shaded eating areas, and office spaces for itinerant staff. At the District’s request, all GUSD campuses were visited by the Los Angeles County Public Health Department to ensure campuses’ safety protocols all adhered to their requirements. Some recommendations after these visits included purchasing additional PPE and adding increased signage.

At the outset of the 2020-2021 school year, it was unknown how long the childcare Technology Learning Pods (TLPs) would be needed. The increase in expenditures is due to the need to continue the TLPs until the end of the school year, June 10, 2021. Given the success of the TLPs to increase access to the academic program for students in need of additional support, including English learners, foster youth, homeless, and low-income students, GUSD implemented Facilitated Learning Centers at the middle schools and high schools starting in November 2020. The Facilitated Learning Centers (FLCs) were staffed by substitute teachers and assistants and served to provide students a safe and supportive environment to participate in Distance Learning. The FLC classroom environments met or

exceeded county guidelines for health and safety and included the technology and supplies students needed to actively participate in the instructional program in distance learning. The initial priority for recruiting students to the FLCs was to bring in emerging English learners so that they could have additional school support to access instruction. As space allowed, outreach moved to other English learner levels, foster youth, homeless youth, and students who were identified as needing additional assistance by the school site teams. Each middle and high school had at least one FLC classroom. In November 2020, there were nine FLCs across nine secondary schools for a total of 73 students. To date, there are 14 FLCs servicing 146 students.

A contract with *Hey Tutor Inc.* was secured in March/April 2021, to provide additional support to teachers, especially in TK-2nd grade classrooms for hybrid instruction. These tutors provided support for small group intervention inside the classroom and in breakout groups with distance learning students, offered help with morning drop off health screenings, and outside supervision during recess to ensure students remained socially distant in their stable classroom groups in their designated playground zones. This cost was unknown at the outset of the 2020-2021 school year.

All GUSD Middle Schools initiated afterschool enrichment programs for students on April 5, 2021, in the areas of visual arts, advanced science labs, book clubs, culinary, dance, music, band, robotics, yoga, foreign language, etc....these programs provided opportunities for students to come on campus and be amongst their peers in a safe manner.

The RUVNA Health screening tool was purchased in March 2021, in anticipation of schools reopening. The ease of this tool in administering the COVID-19 health questions to each family over text/email each morning, allowed school staff to simply view and scan the QR clearance code upon entry, and then take the child's temperature for quick access to school grounds adhering to all other necessary safety protocols. This cost was not anticipated at the outset of the school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:

To support the District's most at-risk families that needed additional support with distance learning and to counteract learning loss, Glendale Unified School District (GUSD) offered on-campus childcare during the regular school day for elementary-age students, prioritizing students currently enrolled in state-subsidized childcare programs, foster/homeless youth, children of employees and other essential workers. Childcare services began July 1, 2020. Based on a GUSD survey, over 2,600 families indicated that childcare would be a critical need if schools were to reopen in a distance learning environment. Based on this expressed need from families, with the advent of the new school year, GUSD expanded childcare support and supervision of elementary school-age children during the regular school day. On the first day of the new school year, August, 19, 2020, childcare pods were increased to provide support to students in distance learning. Students were grouped into small, supervised TLPs to ensure proper physical distancing. Students were assigned to a TLP that ensured they had internet connectivity in order to access daily distance synchronous instruction by their regularly assigned classroom teachers and to complete asynchronous learning lessons. While working online with their teachers, students were supervised

in the TLPs by a substitute teacher and a classified assistant who provided support, as needed, for students to complete their assignments. TLPs were established in available classrooms, multi-purpose rooms, and other appropriate spaces on elementary campuses. In total there were 99 TLPs hosting 1,069 students across all 20 GUSD elementary school sites.

Whether students reported to a TLP on campus or stayed at home, they all participated in the same online/distance learning curriculum until hybrid instruction began after spring break. GUSD distributed Chromebooks and internet hotspots to all students who needed them and continued to provide free meals for all families. GUSD campuses were outfitted with the necessary signage in accordance to Los Angeles County Public Health Department and CDC guidelines. New MERV-13 filters were installed in all HVAC classroom units, and stand-alone HEPA filters were provided for all classrooms and office areas as an added layer of protection. Portable handwashing/water bottle filling stations were installed on every campus as well as touchless fountains in many primary classrooms. PPE, disinfecting wipes, and hand sanitizer were provided for all schools/classrooms. Plexiglass shields were provided in all office areas, and each teacher was given a divider to use in the classroom. In addition, a plastic shield was added to all student desks. Additional signage and copying costs were needed to ensure all schools had adequate postings across each campus and work site to ensure proper social distancing and safety protocols were messaged across the District. An outline of all of the added safety features are outlined in these District videos: School upgrades [video](#), air filtration [video](#), and a video on the [Technology Learning Pods](#).

Steps were taken to adjust the instructional schedules later in February, in preparation for the transition to a concurrent hybrid model. Research on a variety of options was conducted, and stakeholders, including parents/guardians and bargaining units, were consulted. In GUSD, the pivot to in-person instruction began on March 29, for Grades TK-2nd and on April 5 for Grades 3-6 for students at all 20 elementary schools. Parents were surveyed from February 16-24, 2021, to ascertain their desire for their child(ren) to return to in-person hybrid instruction or to remain in distance learning for the remainder of the school year. In total, 74% (9,657) of GUSD elementary families completed the survey and 61% indicated a desire to return to in-person instruction. In a previous parent survey conducted in May 2020, parents and staff indicated a preference of a longer two-day A/B model, over a shorter day am/pm schedule. Based on these survey results, GUSD adopted the A/B schedule where students would be in school a minimum of two days per week. In order to maintain proper physical distancing, GUSD elementary schools implemented a default hybrid schedule with students attending school on campus either Monday/Tuesday or Thursday/Friday and continuing distance learning the rest of the week. All students participated in distance learning on Wednesdays to allow adequate time for cleaning between the Monday/Tuesday and Thursday/Friday cohorts. After principals and school teams reviewed the results of the numbers of students returning to on-campus instruction, several elementary schools completed a district waiver to allow students to attend four or five days a week as space permitted. The TLPs continued until the end of the school year to provide childcare support to families in need. Middle and high school students returned to campus on April 26, 2020. As the number of students returning allowed, most secondary schools were able to offer in-person learning four days a week. Athletic conditioning began at the high school level on February 24, and adhered to all Los Angeles County Public Health Department and CDC guidelines. All of the GUSD health and safety protocols can be found in the ***Return-to-School*** [guidebook](#).

In addition to the instructional schedules mentioned, GUSD also implemented an extensive professional development (PD) program to support teachers during distance learning. All teachers experienced a comprehensive professional development session at the start of the academic year, on effective distance learning instructional practices and logistical considerations related to the schedule. In addition, schools were able to choose from a variety of specific PD areas to meet their specific needs. Schools scheduled these trainings in

advance and opportunities for customized support were also offered to each site. In addition, a resource page was developed to offer technical support to minimize the impact on instruction. This page included how-to links, screencasts with directions for the programs used in the District, and recordings of webinars on a wide variety of distance learning topics. As GUSD moved to hybrid concurrent instruction in the spring, an additional array of professional development opportunities was provided to teachers and staff. An additional 30 hours paid time was provided to all classroom teachers for their time spent in preparing for this new pedagogy of instruction. Additionally, the March 22 district staff development day, allowed elementary teachers time to work in their classrooms to prepare for student arrival the following week. Secondary teachers were allowed to provide asynchronous lessons to their students on April 21, and 28, which provided them time to prepare their classrooms for hybrid instruction.

The Teaching & Learning, Assessment and Accountability, and Educational Technology and Information Services Departments developed a professional development program for staff that included webinars on teaching platforms and programs such as SeeSaw, Clever, Google Classroom, and Zoom. Training has been ongoing. Distance learning guides for elementary and secondary levels were developed and included sample lesson plans and daily schedules. Ongoing virtual professional development included technology tips, safety protocols, and best practices for remote instruction. Support staff participated in virtual faculty meetings and grade level/department meetings to offer individualized and personalized professional development to maximize instruction effectiveness during the school year. The Assessment and Accountability and Teaching & Learning Departments provided direct support to school sites. The Special Education Department met regularly with dual immersion teachers to support target language instruction.

To get stakeholder input and promote the Foreign Language Academies of Glendale (FLAG) program, GUSD:

1. Held FLAG Parent Meetings at school sites, specific to language programs.
2. Facilitated a World Languages Advisory Committee (WLAC) composed of FLAG program stakeholders from across the district; WLAC has and continues to make recommendations as it pertains to (1) increasing commitment of students in elementary school and through middle and high schools, (2) broaden opportunities for students to develop cultural competence and proficiency, and (3) increase engagement among families to understand, support, and advocate for dual language education. Additionally, stakeholders have weighed in on successes with learning in a distance learning environment and have provided input for summer learning opportunities.
3. Held 60 FLAG/Magnet program tours in 2020-21 across elementary sites with approximately 800 prospective parents attending.
4. Created videos for all elementary FLAG and Magnet school sites, featuring site principals giving campus tours and highlighting unique aspects of their schools.
5. Launched a Districtwide FLAG Newsletter for all FLAG families and staff.

To support Career Technical Education (CTE) programs and opportunities, GUSD:

1. Organized a Virtual College and Career Fair on October 1, 2020, with 48 College and Career representatives, with 540 participants.
2. Organized a Virtual Resource Fair with the City of Glendale.
3. Coordinated 43 Virtual College Representative visits from September to February.
4. Coordinated, organized and scheduled 40 workshops for GUSD students and families in the following areas:
 - *Financial Aid
 - *Multiple community college workshops with Glendale Community College and Pasadena City College

*Multiple CSU/UC Workshops

5. Created a College and Career collaborative team with school counselor representatives from each middle school and high school to ensure resources and programs were offered districtwide at each school.
6. Offered students after-school CTE programs to promote enrichment/advancement opportunities and engagement with other students. For 2020-2021, there were a total of 123 middle school and high school students enrolled in the following courses: Cinematography, Cosmetology, Digital Arts, Game Design, Medical Assisting, Certified Nursing, Careers in Education.
7. Joined the LA Metro Committee to provide a paid internship program for GUSD 11th/12th grade students in summer 2021.
8. Developed a Districtwide Comprehensive School Counseling Program with middle school and high school counselors to address students' social/emotional, academic and college/career development.
9. Provided GUSD students work permits (new, renewal) during distance learning for summer 2020 and beyond, to support sites working from home.

Additionally, during the fall semester, feedback surveys were administered to three stakeholder groups (students, parents/guardians, and teachers) to assess the effectiveness of the distance learning instructional program. The results were triangulated and used to inform planning and next steps. GUSD also administered the Panorama socioemotional survey in the fall and spring to assess students' well-being and shared the findings with all schools. GUSD continues to use interim assessments to gauge student mastery and import the results into the District's formative data dashboard to inform next steps. These internal measures will be used as CAASPP state testing has been waived. GUSD superintendent held bimonthly SPAC meetings with parents and district PTA meetings at the onset of the pandemic. These meetings were held monthly. DELAC and LCAP meetings at the district were held virtually throughout the 20-21 school year to gather stakeholder feedback.

GUSD worked with certificated and classified employee bargaining teams (GTA and CSEA) to develop MOU agreements. GUSD also worked with local area hospitals to offer all GUSD employees and substitutes COVID-19 vaccinations in March 2021. On April 16, GUSD secured voluntary vaccination appointments for high school seniors and two household members. Beginning Monday, April 12, voluntary COVID testing was secured for GUSD students through *Valencia Labs* at no cost to families.

To communicate broadly with the GUSD community, the Office of Public Information:

1. Launched a working group entitled *Culturally Relevant and Responsive Education (CRRE)* with more than 200 participants, including students, teachers, staff members, parents/guardians, and community supporters. Four large group webinars were held and five CRRE Working Group Committees were developed to focus on engaging students, families, and community in CRRE initiatives.
2. Drafted weekly News and Events and Board Meeting Recap newsletters to keep the community informed of important news and events happening across the District. Communications/Public Information drafted and sent 45 communications from the Superintendent to the community, which started in July, for an average of more than one communication per week.
3. Launched the new @GUSDStudents Instagram account this year to specifically engage student voice. Communications/Public Information created an in-house studio, which has been used to record video messages from GUSD Board Members and Superintendent, including congratulatory messages, holiday messages, and return to school updates.

4. Created multiple videos to showcase the District's return to school health and safety protocols, including an overview of GUSD Technology Learning Pods, a Glimpse of Mann Elementary Hybrid Learning, and an Overview of District Air Filtration Systems.

In-person summer academic and enrichment opportunities are being planned for elementary and secondary students in the summer of 2021, for 3-5 weeks from June 14, 2021- July 16, 2021, for 3-4 hours each day, prioritizing state-subsidized childcare and foster/homeless youth. The primary goal is to support student learning and shore up gaps, especially amongst English-language learners and unduplicated students; however, summer programs are also being designed to provide enrichment in the arts, technology and STEM programs, foreign language enrichment in FLAG programs, ELD, physical education, and support in social emotional well-being and executive functioning skills. GUSD is partnering with local community organizations such as the YMCA to provide summer enrichment programs. However, priority is always given to GUSD staff before enlisting support from outside resources.

Challenges:

1. A challenge during distance learning was the social emotional needs of children while at home, especially as teachers noticed that students' cameras were continually turned off during Zoom sessions or there was poor attendance. GUSD's Student Wellness Services (SWS) Department rallied to provide additional resources to families/students in need. Parent support groups, student support groups, crisis counseling, mindfulness lessons and videos, health webinars, newsletters, and links to resources were provided to schools and directly to families. This is described in detail further on in this report in the *Analysis of Mental Health and Social Emotional Well-Being* section.

To also address social-emotional challenges, Elementary PE teachers developed weekly PE lessons for TK-6 grade students. GUSD received a grant from *PLAYWORKS* for all 20 elementary schools, which provided weekly social, emotional and physical education lessons for all elementary teachers. District arts instructors provided weekly asynchronous lessons in visual arts, music, dance and theatre to all elementary students. Social emotional asynchronous activities were also provided to all elementary students on a weekly basis.

2. Another challenge included the major undertaking of preparing schools for student return. These were addressed in a multiple of ways. Inside classrooms, additional safety measures were initiated such as plastic desk shields for each student and a large plexiglass divider for each teacher. Additional classroom supplies were ordered such as standing desks, TV wall units, computer monitors, additional Chromebooks, charging stations, and rolling carts to ensure teachers could effectively teach concurrently to students attending school and to those still in distance learning. Additional PPE in the form of clear face masks were purchased for students and teachers in the primary and dual immersion classrooms, to allow for lips to be observed during instruction. A daily health screening tool, RUVNA, was chosen to provide families ease in completing the health check-in for their child(ren) upon arrival to school each morning. To continue the TLPs and provide space for each teacher to return to their classroom, additional space was required. Outdoor storage bins were needed to house excess furniture to ensure classroom desks were 6-feet apart. Portable outdoor tents were needed for outdoor learning environments, as well as additional custodial staff to ensure high touch areas were sanitized multiple times a day. GUSD requested for the Los Angeles County Public Health Department to visit each campus to ensure all necessary safety procedures were in place. A site COVID Compliance Officer (Principal) and District COVID coaches worked with site staff to troubleshoot areas and provide additional support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of 10,000 Chromebooks, Instructional Software, Licenses, School Funding for COVID-19, Webcams	\$4,225, 978	\$10,000,000	N
Hotspots	\$415,985	\$900,000	Y
Professional Development	\$1,000,000	\$1,000,000	N
Distance Learning Supplies (for Technology Learning Pods)	\$159,836	\$300,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

To support teachers in making the shift from 100% distance learning to concurrent simultaneous in-person hybrid instruction and pedagogy, newly added professional development modules were developed to support the concurrent hybrid teaching model. Safety videos were added so all staff would receive training in current health guidelines and safety protocols. Elementary teachers were granted the March 22, 2021 staff development day as a day to set up their classrooms along with 30 additional hours at their contractual rate of pay to complete [staff development training](#). As GUSD geared up to return students to campuses after spring break and to support teachers teaching currently, every teacher was equipped with two web cameras and an omni-directional microphone in order to provide simultaneous instruction to students learning from the classroom and students learning from home. Teachers were given the flexibility to organize their classroom, their schedule and desk configuration to best meet the needs of their students as long as they ensured all students received equitable access to synchronous and asynchronous instruction and followed all classroom health and safety protocols. Additional 24" computer monitors were purchased to ensure teachers and in-person students could easily see one another as well as the teacher's instructional area. An additional 7,500 Chromebooks were purchased in February and March 2021, so students in the primary grades would not have to carry their device back and forth from home to school. An additional number of laptops were purchased for teachers, to equip them with devices that could handle the increased demand of software, online instructional tools, and Zoom capability. Also, Chromebooks were replaced at no cost to families as breakages occurred. To support concurrent instruction, 15,000 headsets were purchased for students and teachers for classroom use. The RUVNA health screening tool was necessary for ease in health screening before school for staff and students.

The increase in the costs associated with the TLPs were doubled as they were extended from one semester to two semesters as they were needed to continue until the end of the school year. The TLPs provided an invaluable support to unduplicated students supporting families with childcare needs and to ensure most at-risk students received the support they needed to access distance learning when they were not able to attend in-person instruction.

Chromebooks and Wi-Fi hotspots were available for families who did not have computing devices or access to the internet at home. Assistance with internet access, checking out a Chromebook, technology support, or logging in to student accounts was continuously available to families by visiting the [GUSD Tech Page](#) or by calling the tech support help line at (818) 478-2664. Families could also visit the tech support kiosk in the GUSD office lobby at 223 N. Jackson Street, Glendale, CA, 91206, if there was a need to check out or replace a Chromebook or a hotspot. The kiosk was open Monday-Friday from 8:30 a.m.-4:30 p.m.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes:

One success was the effectiveness of the adapted distance learning schedule that was utilized at the beginning of the new school year in August 2020. At the end of the 2019-2020 school year, an extensive effort to seek stakeholder feedback on the remote learning experience was embarked upon. Multiple surveys were developed specifically for parents/guardians, teachers/staff (including GTA and CSEA bargaining units), and students. Hundreds of parents and teachers spoke at both televised town hall meetings to provide input. Results of the staff and parent surveys were carefully analyzed and used to assist in the development of the instructional schedule for the 2020-2021 school year. Synchronous daily live sessions were provided to students each day as well as regular office hours for teachers to respond to parents and students.

Several professional development and resources were provided to staff to support the distance learning program on formative assessments to support student learning, including a wide selection of paid, voluntary professional development opportunities on topics ranging from technical training on using new resources and programs available this year to strategies to connect with students during distance learning. Sessions were customized for different grade levels and subjects. Based on feedback from staff and student survey results on distance learning experiences, the District developed two half-day intentional comprehensive professional development sessions for all teachers to review best practices in distance learning. These sessions dramatically impacted the effectiveness of live instruction compared to the prior year based on stakeholder feedback. Technology Learning Pods staff were trained to provide technology support for students as well as safety protocols. Several voluntary professional development opportunities were also offered on instructional technology apps and social-emotional learning. Over 7,500 registrations were recorded with the most popular topics being Zoom, Google Classroom, Nearpod and Flipgrid. Of all participants who completed the survey, 88% agreed / strongly agreed with "I will

use the strategies I learned in this session”, 87% agreed / strongly agreed with “This session directly applies to my distance learning planning”, and 82% agreed / strongly agreed with “I found this session to be engaging”. A full list of the sessions and their signups can be found below. We also started the 2020-21 SAMR (Substitution Augmentation, Modification, Redefinition) Initiative, which offers educators an opportunity to develop blended learning and instructional technology knowledge and expertise to become a Technology Coach to Enhance Instruction (TCEI) at their school sites, which will help them lead their school’s transition back to in-person instruction. Career and Technical teachers were provided professional development on high quality instruction with specific resources for learning.

Additional teachers were hired at the elementary level to minimize the total number of combination classes districtwide. Substitute teachers and childcare staff were enlisted to provide additional support to those teachers with combination classes. GUSD hired additional Educational Assistants and Substitute teachers to support the District’s Technology Learning Pods, which gave students an opportunity for on-campus learning. Additional custodians were hired to support the added sanitation duties needed at the elementary sites for the Technology Learning Pods. These staff updates facilitated fewer combination classes and gave students who needed additional support an opportunity to access in-person instruction with expanded safety protocols in place.

Challenges:

Connectivity was challenging at times, and students and teachers reported that technology would freeze or Zoom sessions were halted suddenly due to problems with internet or Zoom crashes. GUSD monitored Zoom usage throughout the first semester to ensure that all teachers were able to use the app to reach students. By the end of the semester, the District average was 2.4 Zoom sessions per teacher per day.

Collecting student data was also a challenge during the pandemic. GUSD monitored student progress in reading and math through the i-Ready and NWEA MAP diagnostics with beginning, mid-year, and end of year data. CAASPP interim assessments were also utilized by several teachers to gather and examine formative data. K-5th grade students took the i-Ready diagnostic. The i-Ready data showed that for reading, 65% of students placed in Tier 1, 24% placed in Tier 2, and 11% were in Tier 3 (at-risk). Details on placement by domain provided additional information (Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text). In math, 56% of students placed in Tier 1, 34% placed in Tier 2, and 10% were in Tier 3 (at-risk). Details on placement by domain provided additional information (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry).

Students in 6th - 8th grades took the NWEA MAP diagnostic. The MAP diagnostic uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches on a ruler, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100–300. Students typically start at the 180–200 level in the third grade and progress to the 220–260 level by high school. RIT scores make it possible to follow a student’s educational growth from year to year. During the 2020-21 academic year, staff saw gains from fall to winter in all three grade levels. Sixth graders improved from 216.4 to 222.5, seventh graders increased from 225.2 to 228.3, and eighth graders improved from 232.0 to 235.8.

Monitoring and tracking attendance in 2020-21 was also a challenge.

The District was not required to do P1, P2 and/or Annual State reporting for the 2020-21 attendance year, due to the school closures and distance learning. Education Code Section (EC 43500-43511) were codified and included the record keeping requirements for LEAs that participated, in whole or in part, in distance learning to incorporate weekly student engagement records. Although the District is not required to report any of the attendance reports for 2020-21, the internal reports show that the District level attendance rate was at 95.4% for 2020-21 as of March 11, 2021. The District's CALPADS enrollment was 24,924.

To meet the challenges with students and families social-emotional well-being, the GUSD Student Wellness Services (SWS) Department took the following steps to support attendance:

- *Analyzed and assessed student attendance data on a weekly basis. Families of students with excessive absences were contacted to help identify barriers that hindered students' attendance. Families were offered support, and were provided interventions in order to improve students' engagement and attendance. Some resources the SWS department offered were: individual counseling, student support groups, and parent support groups/workshops. Tutoring services were offered to students who were struggling academically. The SWS staff assisted families by connecting them with the ETIS department for technology support such as obtaining Chromebooks and hotspots. Families who were experiencing homelessness and/or struggling financially were also able to access the department's food pantry and drive-through fresh produce distribution.

- *Distributed 1,505 "*5 Plus Day Distance Learning Truancy Letters*," and supported GUSD schools by conducting wellness checks and home visits to ensure students were safe and connected. In total, 52 house checks were conducted as of February 24, 2021.

- *Conducted 3,905 phone calls and 142 Student Attendance Review Team (SART) meetings through Zoom or through home visits to provide support and additional interventions.

- *Provided additional interventions and held a total of 25 Student Attendance Review Board (SARB) meetings through Zoom to provide additional support for those who may not have shown improvement after a SART meeting.

- *Provided social-emotional support to students in need. A total of 541 students were referred for counseling support. There were 17 students referred to Pacific Clinics and one student to Didi Hirsch. Remaining students were supported by mental health interns and therapists from the SWS department.

- *Served a total of 43 Foster and 51 homeless students and provided the following interventions and support: transportation, tutoring, counseling, access to food pantry, school uniforms, shoes, school supplies and backpacks.

- *Conducted intakes of 1,048 PLWAP (Parent Living With Another Party) families out of which, 73 were determined to have had doubled up due to financial hardship and were in turn supported by the SWS department.

- *Hosted 34 mental health interns in the 2020-21 academic year to monitor attendance, connect with students and families, provide individual group counseling, and increase parent engagement.

Despite the extensive professional development program offered, limitations presented by distance learning impacted live instruction. This included limitations in small group instruction and collaboration, use of kinesthetic learning activities, and experiments and other hands-on learning opportunities. The professional development offerings greatly improved distance learning effectiveness, but more work is necessary to make distance learning an equitable alternative to a robust in-person experience.

Staffing updates required extensive work to find qualified candidates and the changing needs based on health guidelines resulted in regular updates to responsibilities. Despite extensive safety measures, there were still a few isolated cases of positive testing in the Technology Pods, resulting in quarantining at home until verification of negative results.

Attendance Data	As of 4/2/2021
Number of attendance letter 5 plus	1680
Number of SART	190
Number of SARB + number of students	63
Number of parent contacts this year	4815
Number of wellness checks/home visits	106
Number of homeless	57
Number of Foster	52
Number of mental health referrals	610
Number of cases being seen by interns	209
Number of cases being seen by therapists	118
Number of referrals to Pacific Clinics	24
Number of referrals to Didi Hirsch	7
Number of parent support groups	17
Number of student support groups	14
Number of PLWAP families	1061
Number of families due to financial hardship	74
Number of Social Work Interns	29
Number of School Counseling interns	4

Another challenge with TLPs was that due to staffing, GUSD was constrained to add more students. As families moved or dropped from the program, more were added from the waiting lists. As Los Angeles County Public Health Department guidelines eased, more students could be added to the TLPs. The availability of childcare for students not attending Technology Learning Pods depended on staffing and space availability on each campus. The District also worked closely with the City of Glendale and other community partners to arrange additional childcare opportunities for families.

Special Education students and English learners were most vulnerable during distance learning. Secondary schools added FLCs in November 2020, to provide support to newcomer English learners. Nine FLCs started across nine secondary GUSD campuses in November. Voluntary Special Education teachers in elementary and secondary started bringing students back to campuses in January 2021. Special education self-contained classes returned to the middle and high schools and provided in-person instruction. The Special

Education Department created a plan for elementary cluster schools to return to in-person instruction. Centers for in-person special education assessments were created. Specialized service centers at select sites provided OT, PT and speech services. There was maximum adult support for students in distance learning and students in the technology pods. Special education staff hosted a variety of parent meetings, by grade level, to address distance learning. Special education staff provided parent academies on social emotional learning. School psychologists developed and disseminated a 'Parent Newsletter' emphasizing strategies for dealing with issues such as anxiety and provided valuable parental advice and information on student engagement and developing positive social interactions.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Learning Pods (Staffing for 99 pods through October 2020)	\$1,973,588	\$10,000,000	Y
Preschool Program	\$286,618	\$300,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

At the outset of the 2020-2021 school year, it was unknown how long the childcare Technology Learning Pods (TLPs) would be needed. The initial cost estimate was the cost anticipated only through September 2020. As the pods and the support were needed to continue through June 2021, the increase shown was due to the increase of the time span needed to continue the pods through.

As described earlier, the TLPs were a huge success and many other Districts followed suit and created childcare pods of their own upon learning of the effectiveness of the GUSD model. The increase in the costs associated with the TLPs were doubled as they were extended from one semester to two semesters as they were needed to continue until the end of the school year. The TLPs provided an invaluable support to unduplicated students supporting families with childcare needs and to ensure most at-risk students received the support they needed to access distance learning when they were not able to attend in-person instruction.

Given the success of the TLPs to increase access to the academic program for students in need of additional support, including English learners, foster youth, homeless, and low-income students, GUSD implemented Facilitated Learning Centers at the middle schools and high schools starting in November 2020. The Facilitated Learning Centers (FLCs) were staffed by substitute teachers and assistants and

served to provide students a safe and supportive environment to participate in Distance Learning. The initial priority for recruiting students to the FLCs was to bring in emerging English learners so that they could have additional school support to access instruction. As space allowed, outreach moved to other English learner levels, foster youth, homeless youth, and students who were identified as needing additional assistance by the school site teams. Each middle and high school had at least one FLC classroom. In November 2020, there were nine FLCs across nine secondary schools for a total of 73 students. To date, there are 14 FLCs servicing 146 students.

Additional replacement Chromebooks and Wi-Fi hotspots were available to ensure that families always had a working computing devices or access to the internet at home. Assistance with internet access, checking out and swapping Chromebooks, technology support, or logging in to student accounts was continuously available to families by visiting the [GUSD Tech Page](#) or by calling the tech support help line at (818) 478-2664. Families could also visit the tech support kiosk in the GUSD office lobby at 223 N. Jackson Street, Glendale, CA, 91206, if there was a need to check out or replace a Chromebook or a hotspot. The kiosk was open Monday-Friday from 8:30 a.m.-4:30 p.m.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

GUSD continued to provide additional small group instruction and intervention groups to address learning recovery and support students not meeting grade level standards. Site specific intervention plans were developed to address learning recovery and promote continuity of learning, specifically focusing on students who may be most at-risk of performing below grade level standards. Supplemental instructional programs and services for newcomer English learner students were provided through before, during and after school small-group intervention activities focused on promoting English language acquisition and academic language development. Small mentorship groups of the most at-risk English learners were conducted to closely monitor students' academic progress, engagement and social-emotional well-being. These measures will continue into the 2021-22 school year.

Newcomer students have received ample hours of Sylvan tutoring throughout the school year. These online tutoring sessions have helped students with homework support and Math/English supports.

The Teaching & Learning & Equity, Access, and Family Engagement Departments provided ongoing targeted professional development focused on distance learning strategies specifically for English learners. This professional learning was specifically focused on supporting English learners to continue to grow and practice oral fluency, as the shift to distance learning could limit the time that students have to produce oral language proficiency in English. The Teaching & Learning Department provided support to teachers on how to provide high quality Integrated and Designated instruction and curriculum online so that English learners could continue to acquire English proficiency and master grade level content. Professional development opportunities for teachers focused on strategies specifically for English

learners and strategies to differentiate instruction in a distance learning environment to best meet the needs of students most at need. Virtual tutoring services through Sylvan Learning Centers supported the lowest performing English learner refugee students in the areas of Math and English-Language Arts. Special education service providers connected with individual students and families to collaboratively develop a plan for providing IEP services during distance learning. The team took into consideration each student's social-emotional and academic needs, service delivery preferences, familiarity with technology, adult availability, and possible schedule conflicts with general education instruction. Special education teaching staff personally reached out to all students/parents in an effort to determine student academic needs. Behavior specialists and assistants consulted with teachers to provide student behavioral and academic supports to increase engagement, time on task, and work completion. District service providers and interns provided additional academic, behavioral and social-emotional support and interventions to help mitigate barriers to learning and positive attendance/participation. GUSD psychologists provided newsletters highlighting various social-emotional, behavioral, and coping strategies to provide support for parents and students who may be struggling during COVID-19.

Initial diagnostic assessments, i-Ready and MAP Diagnostic and other formal and informal assessments, were utilized to design and provide services and resources to support the unique needs of all students during distance learning, including students who were English learners, low-income, foster youth and homeless, and students with exceptional needs. Data from the diagnostic and other assessments were utilized to develop actionable next steps for developing relevant, rigorous and research-based instruction, intervention and enrichment opportunities to best address the needs of students most at-risk of learning regression as the result of distance learning. Teachers used ongoing assessments to target student needs and address learning loss such as: assessing students in a variety of settings with a variety of tools, such as ESGI - (1-on-1 Assessments); Running Records or Screeners for Reading Level (1-on-1 Assessments); Weekly and Unit Exams; Small Group Assessments and i-Ready. Teachers monitored students during the whole class or in small group instruction, checking for understanding on whiteboards, and used formative assessment tools such as Nearpod, Seesaw, and Google Forms.

Secondary teachers used many tools similar to elementary as well as: formative assessments from Nearpod, Seesaw, Google Forms and District adopted curriculum platforms. Nearpod has nine formative assessment tools including polls, quizzes, matching, and open-ended questions, Google Form quizzes offer multiple choice and open-ended questions, assessments created using Illuminate or other online assessment platforms. These assessments include multiple choice, selected response, and essays, MAP/NWEA Diagnostic Assessment is given for English and math, assessments provided on District-adopted curriculum platforms, CAASPP Interim Assessments, SpringBoard assessments, and teacher created and essay writing exams. Student grades/marks, ELD descriptor data, unit tests and teacher created assessments also provided ongoing monitoring and assessment of student progress including English Language Development.

Site specific intervention plans were developed to address learning regression and were principally directed at providing additional support and interventions to students most at-risk of learning regression: English learners, foster and homeless youth, low-income students and students with special needs. Intervention plans were monitored regularly and adjusted as needed. In addition to an extensive repository of online and community resources, information on the District's website was provided to parents in English, Armenian, Korean and Spanish. This included instructional resources, information on health and wellness, technology support, where to pick up school meals,

etc. School sites conducted virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who experienced learning loss were developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc.

The Equity, Access, and Family Engagement Department provided regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, Wi-Fi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists worked with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development. Additionally, teacher specialists worked with teachers to develop small mentorship groups of the most at-risk English learners in order to closely monitor students' academic progress and social emotional well-being and increase engagement. Special Education, Student Wellness Services, FLAG, and Equity, Access, and Family Engagement Departments offered their own coordinated training to support SpEd students, students' mental health, FLAG and World Language Teachers, and English learners. The Teaching & Learning and Equity, Access, and Family Engagement Departments provided ongoing targeted professional development focused on Distance Learning strategies specifically for English learners.

The Teaching & Learning Department provided support to teachers on how to provide high quality Integrated and Designated ELD instruction and curriculum online so that English learners could continue to acquire English proficiency and master grade level content. professional development opportunities for teachers focused on strategies specifically for English learners and strategies to differentiate instruction in a distance learning environment to best meet the needs of students most at need. Virtual tutoring services through Sylvan Learning Centers supported the lowest performing English learner refugee students in the areas of Math and English-Language Arts. The Student Wellness Services Department (SWS) continued to provide mental health counseling and parenting support to students and families. GUSD provided counseling services to students virtually through Telehealth, developed weekly mindfulness videos, which were posted on the GUSD website and lessons that were shared with teachers. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provide support to address social and emotional health needs. The SWS department monitored students' attendance and engagement on a daily basis. Daily phone calls were made to those students that were not engaging and attending school on a regular basis. Interventions and support were provided for those who would benefit. Case managers monitored those who received counseling services and provided additional resources when needed.

A preschool class was added at Horace Mann Elementary School, whose free and reduced lunch count is 91%. The Mann preschool class was added specifically to address the need from foster/homeless youth families. Research clearly shows that early education is critical to provide students a solid foundation in learning and to close possible learning achievement gaps and future learning loss.

Hey Tutor Inc. was provided to schools when students returned to on-campus instruction to provide additional support for small group targeted intervention in language arts, ELD, and mathematics. The FLCs were added in secondary to provide small group intensive support to Newcomer and emerging level English learners.

As far as parent outreach and support to families, GUSD successfully:

- Provided online tutoring, English Language support for parents and students through Rosetta Stone online, and weekly check-ins with newcomer refugee and asylee families as part of the RSI/CalNEW Grant programs.
- Provided opportunities for both in-person and remote initial and summative ELPAC administration.
- Held parent academy sessions each month on different topics to provide information to families about District and community resources and posted recorded the sessions and presentations on the Family Engagement website for families to view at a later date and time.
- Provided parent engagement opportunities to promote Culturally Relevant and Responsive Education opportunities for families.
- Held monthly chat meetings with newcomer groups to promote inclusivity and awareness of District and community resources,
- Conducted School Smarts and CAFE Project 2INSPIRE program sessions to support newcomer families through virtual meetings to discuss the educational system in the United States and learn more about how to assist their children through their educational careers.
- Held virtual GATE parent informational sessions, focused on distance learning and how families can better support students at home.
- Provided translation and interpretation services to ensure that all families were engaged and had access to all opportunities.

Challenges:

Data collection was a challenge during the pandemic.

GUSD monitored student progress in reading and math through the i-Ready and NWEA MAP diagnostics with beginning, mid-year, and end-of-year data. CAASPP interim assessments were also utilized by several teachers to gather and address formative data. K-5th grade students took the i-Ready diagnostic. The i-Ready data showed that for reading, 65% of students placed in Tier 3, 24% placed in Tier 2, and 11% were in Tier 3 (at-risk). Details on placement by domain provided additional information (Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature, and Comprehension: Informational Text). In math, 56% of students placed in Tier 1, 34% placed in Tier 2, and 10% were in Tier 3 (at-risk). Details on placement by domain provided additional information (Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry).

6th - 8th grade students took the NWEA MAP diagnostic. The MAP diagnostic uses a scale called RIT to measure student achievement and growth. RIT stands for Rasch UnIT and is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches on a ruler, so scores can be added together to calculate accurate class or school averages. RIT scores range from about 100–300. Students typically start at the 180–200 level in the third grade and progress to the 220–260 level by high school. RIT scores make it possible to follow a student’s educational growth from year to year. During the 2020-21 academic year, we saw gains from Fall to Winter for all three grade levels. Sixth graders improved from 216.4 to 222.5, seventh graders increased from 225.2 to 228.3, and eighth graders improved from 232.0 to 235.8.

GUSD evaluated these results and compare them to the end-of-year diagnostic to determine the overall gains/losses in reading and math performance over the course of the 2020-21 academic year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

In order to maximize student achievement and increase engagement, the Student Wellness Services Department was restructured in 2019. Assigned staff such as attendance clerks, therapists and interns were assigned to specific schools. This allowed increased collaboration between department and school site staff and provided ample opportunities to identify barriers to students' success, implement effective interventions, and enhance students' potential to academic achievement and school attendance. The Student Wellness Services Department organized and coordinated multiple mental health forums for GUSD students and families. The SWS Department provided professional development to staff in the areas of attendance, engagement, mental health, community building, Foster and homeless Youth, QPR and YMH First Aid. In addition, SWS staff analyzed and assessed student data on attendance on a weekly basis. Families of students with excessive absences were contacted to help identify barriers that hindered students' attendance; staff offered support and provided interventions in order to improve student engagement and attendance. Some of the resources the SWS Department offered were: individual counseling, student support groups, and parent support groups/workshops. Tutoring services were offered to students who were struggling academically. SWS staff assisted the families to get connected with ETIS department for technology support such as Chromebooks, and hot spots. Families who were experiencing homelessness and/or struggling financially were able to access the department's food pantry and drive through fresh produce distribution.

The SWS Director served as a committee member on Dignity Health Cultural Trauma and Mental Health. In addition, the Director provided presentations to multiple departments about services provided to GUSD families.

Challenges:

In order to address challenges of student engagement and social emotional well-being, the SWS Department hired additional 5 therapists for the 2020-21 school year to support GUSD students with their social and emotional needs. To increase parent engagement, GUSD hosted weekly parent support groups at different school sites and continued to strengthen relationships with different universities to increase mental health interns at GUSD. This year, GUSD hosted 34 mental health interns. Social work interns contributed 480 hours, and school counseling interns contributed 68 hours a week worth of service to GUSD families. The SWS Department provided monthly trainings and professional development to all mental health interns.

To meet the needs of specific school sites, the SWS Director presented at multiple PTA meetings and shared a multitude of resources available to families in need regarding mental health, and attendance. Students who were experiencing homelessness and in the foster system were provided resources. In addition, the SWS Director regularly presented in virtual PTA meetings at school sites on Mental Health, Suicide Prevention and Bullying. Moreover, the SWS Department organized monthly virtual mental health forums in collaboration with PTA, local hospitals and mental health providers as well as facilitated 75 parent support groups/workshops at elementary, middle, and high schools from 10/20/2020 until present.

In addition to parent engagement and parent support groups, the SWS Department, provided weekly support groups for GUSD students. In Collaboration with City of Glendale Parks and Receptions the SWS Department facilitated 10 presentations at the STAR program for grades 4 to 8 as well as 8 presentations for Virtual Teen Night out.

Furthermore, the SWS Department created a monthly newsletter for staff, parents and students with ample resources on mental health and mindfulness. In addition, the SWS department provided monthly presentations on Mindfulness, Stress Management, and Self-Care workshops for Educators and Stress Management and Self-Care for EEELP. Monthly mental health videos and the newsletter for GUSD students, parents, and the community members were created and posted on the GUSD website. Weekly mindfulness, self-care, and stress management activities for middle and high school students' parents/guardians and teachers were created and shared widely. To address challenges families were facing, the Student Wellness Services Department expanded its [Services Webpage](#), to provide multiple resources for students and their families. The webpage is constantly being updated. The District has credentialed therapists and mental health interns available that can provide services to any student in need of additional support and counseling, via telehealth with parent consent, if needed. Families that need mental health and social emotional support for their students are asked to please contact the Student Wellness Services Department at (818) 241-3111, extension 1500.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

GUSD's Teaching & Learning, Equity, Access and Family Engagement, and Student Wellness Services Departments provided services and resources to support the needs of English learners, foster youth and low-income students and families during remote learning. GUSD has shared an extensive list of online and community resources and information on the website where parents can find information in English, Armenian, Korean and Spanish on COVID-19, instruction resources, information on health and wellness, technology support, where to pick up school meals, etc.

School sites conducted online small group interventions to support students' academic and social-emotional needs. The Equity, Access and Family Engagement Department provided outreach to newcomer English learner students and families to provide support, resources and strengthen home-school connections. Teacher Specialists collaborated with teachers and educational assistants to provide differentiated lessons to effectively address learner needs. The Teaching & Learning Department supported teachers on how to provide high quality Integrated and Designated ELD instruction and curriculum online so that English learners could continue to acquire English proficiency and master the grade level content. Virtual tutoring services through Sylvan Learning Centers supported the newcomer English learner students in the areas of Math and English Language Arts.

A detailed description of District's implementation of tiered reengagement for pupils who were absent from distance learning and the efforts of the District in reaching out to students and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction is included in the "Analysis of Distance Learning Program" section above.

Challenges:

To address the need for continued outreach to support families during the pandemic, each month the Equity, Access, and Family Engagement Department held hour long Parent Chat sessions for families. Each month's session was on a different topic, and presenters ranged from District leadership to community organizations. The PowerPoint presentations for all the Parent Chats are posted on the [Newcomer website](#). All parents were invited to attend Parent Academy sessions held each month. These sessions provided families with knowledge and skills necessary to better understand how to actively support and advocate for their children. These presentations were recorded and parents have a chance to view the recordings on the Family Engagement website. This year, four elementary schools had the opportunity to participate in the online School Smarts parent education program. The School Smarts parent sessions were held virtually and each of the seven sessions were focused on how parents can help their child succeed in school. All meetings held this year had interpreters who provided translation services to our non-English-speaking families.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Successes:

School Nutrition Services has been a highlight and strength throughout the school year.

The GUSD Nutrition Services Department has served grab and go breakfast and lunch since school closed on Monday, March 16 and has served over 1.3 million meals to date. As conditions changed, GUSD adjusted the number of grab and go sites and hours to meet the needs of our community and based on the resources available. In Fall 2020, GUSD served 7 days' worth of breakfast, lunch and supper at seven middle and high schools from 7:00 a.m. to 8:00 a.m. and three elementary schools from 12:00 p.m. to 1:00 p.m.

Schools were selected to provide access to meals throughout the district and service times were selected so they would not interfere with instructional time. All staff were equipped with masks, gloves, disposable aprons, and sanitizer. Drive-thru and walk-up service models were utilized, with families picking up meals at least 6 feet away from personnel to ensure staff and the public's safety. Nutrition Services has served approximately 5,000 meals a day, approximately 33% of usual daily participation. With hybrid instruction beginning at the end of March 2021 at our elementary schools and at the end of April 2021 at our middle and high schools, GUSD closed some of our grab and go sites to focus on feeding our students on campus. Nutrition Services continued to provide meals for the 100% distance learners with weekly meal kits. Additionally, the GUSD Student Wellness Services Department initiated a district Food Pantry almost 17 years ago. The Food Pantry receives annual donations from PTA, local charities, and business, such as Smart and Final.

Approximately, forty families are supported by the GUSD Food Pantry. The SWS Department has also partnered with the American Heart Association to provide fresh produce every week.

GUSD has met or exceeded all LA County Public Health Department (and other agencies) COVID-19 Reopening Guidelines and Protocols.

Challenges:

Although GUSD did face the following challenges in this area, as did many other districts, we were successful in working collaboratively to address them quickly and effectively.

- Supply Chain - We've had countless shortages of food and supplies as the supply chain in the United States was disrupted by COVID. We'd had to make substitutions and last-minute menu changes, which would upset some of our students and families.
- Labor - COVID related absences, early retirement, resignations, small # of applicants have all contributed to a labor shortage. We've had to borrow staff from other departments, provide current staff extra time and place them in new assignments.
- Regulation changes - As COVID conditions changed so did our meal service regulations. It was like reinventing procedures every couple of months.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	COVID-19 Related Delay in Construction Project Costs	\$403,766	\$404,000	N
Mental Health and Social Emotional Well-Being	Additional Cost of Psychologist for Mental Health	\$543,094	\$540,000	Y
School Nutrition	Estimated Cost of Unreimbursed Meals	\$1,600,000	\$1,600,000	N
Teacher Specialists	To Support Intervention Programs	\$1,298,979	1,218,915	Y
Educational Assistants	Support Small Group Intervention	\$4,165,626	\$3,491,906	Y
School Psychologists	Support Social Emotional Learning and Wellness	\$1,469,313	\$1,470,000	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional Foster/Homeless Counselor	Direct Support for Foster/Homeless Families	\$95,751	\$95,800	Y
Intervention Programs at School Sites	To Support Students to Prevent Learning Loss	\$2,571,227	\$1,862,593	Y
Summer School/Intervention Program Supplies	To Support Summer School and Site-Based Intervention Programs	\$2,267,251	\$1,828,476	Y
Panorama Student Survey	To Assess Student Safety, Connectedness, and Student Belonging	\$53,000	\$53,000	Y
Translation Services	To Provide Direct Support to Families	\$948,742	\$960,812	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional nurses were provided at each school to support contact tracing. *Hey Tutor Inc.* staff were added to support small group targeted interventions in ELD and for unduplicated students. Summer enrichment and academic intervention are being planned for all elementary and secondary school sites in the summer 2021 prioritizing ELD students, state-subsidized childcare and homeless and foster youth.

Given the success of the Technology Learning Pod (TLP) to increase access to the academic program for students in need of additional support, including English learners, foster youth, homeless, and low-income students, GUSD implemented Facilitated Learning Centers (FLCs) at the middle schools and high schools starting in November 2020. The FLCs were staffed by substitute teachers and aides and served to provide students a safe and supportive environment to participate in Distance Learning. The initial priority for recruiting students to the FLCs was to bring in emerging English learners so that they could have additional school support to access instruction. As space allowed, outreach moved to other English Learner levels, foster youth, homeless youth, and students who were identified as needing additional assistance by the school site teams. Each middle and high school has at least one FLC classroom. In November 2020, there were 9 FLCs across 9 secondary schools for a total of 73 students. To date, there are 14 FLCs servicing 146 students.

The Equity, Access, and Family Engagement Department has served the Refugee and Asylee families by providing them with information and resources. Throughout the year, families have been contacted bi-weekly, via phone and email. GUSD staff has reached out to families asking about their needs, academic and social emotional support they may require, and provide them with District and community

resources available. All meetings held this year have had interpreters who provided translation services to our non-English-speaking families.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The effectiveness of the services or supports provided to address learning loss were measured by i-Ready Diagnostic Assessments in elementary grades and MAP Diagnostic Assessments in secondary grades along with internal benchmark measures including but not limited to state and local assessments (ELPAC, CAASPP), grades/marks, progress reporting, ELD descriptors, and teacher observation. The i-Ready and MAP diagnostics were given in the first few weeks of the school year, then in the Winter, and in some cases an end of year diagnostic was given. Assessments were utilized to monitor student progress and provide actionable data to help customize instruction and academic supports to best meet the needs of learner variability and address learning recovery. In addition to daily whole group instruction, elementary teachers engaged in small group instruction with students daily to target individual learning needs. Site specific intervention plans were developed to provide ongoing, targeted interventions focused on student needs as measured by diagnostic, formal and informal assessment data. Secondary teachers had weekly intervention time built into the schedule to address individual and small group student needs. The results of diagnostic and teacher made formative assessments were used to inform these targeted small group activities and lessons. Results of assessment data have provided valuable data for the 2021-24 LCAP goals, and the effective practices will continue as described in Goal 1, Action 1 and the actions specific to interventions for elementary and secondary schools.

Fall 2020 distance learning instructional schedules were developed based on best practices in the research and the data and feedback received from students, parents, teachers, and administrators who participated in distance learning during the spring 2020. These enhanced schedules developed to specifically address areas of learning loss and include daily differentiated lessons especially at the elementary levels. Two weeks of community building activities/lesson plans were developed for both elementary and secondary teachers to start the year off with creating a positive classroom culture from day 1 for the 2020-21 school year. Also, weekly mindfulness lessons were added to support social emotional health throughout the school year. Daily instructional schedules struck a delicate balance between providing live interactions with teachers and avoiding excessive screen time during the school day for students. These structured schedules provided students with daily live instruction and interaction with their teachers and classmates along with live interactions in small groups where teachers could support the individual needs of students and address learning loss. Students also had time built into the school day to complete independent work, engage in physical activity, ask questions of teachers in office hours, participate in clubs, or check-in with a counselor or other support provider to address social/emotional well-being. Students with special needs participated in Special Education supports as indicated on their IEP. Students who were designated as English learners received daily instructional support through both Integrated and Designated English Language Development. Teachers used ongoing assessments to target student

needs and address learning loss such as: Elementary teachers assessed students in a variety of settings with a variety of tools, such as: ESGI - (1-on-1 Assessments), Running Records or Screeners for Reading Level (1-on-1 Assessments), weekly and Unit exams, small Group assessments, and i-Ready Diagnostic - the whole class or in small group, checking for understanding on white boards, and formative assessment tools such as Nearpod, Seesaw, Google Forms and district adopted curriculum.

To provide students with a robust, standards-based instructional program at the elementary and secondary levels, the GUSD proposed instructional schedules that provided students and families with a structured schedule that included a synthesis of synchronous and asynchronous learning. Information gained for all stakeholder surveys helped inform the 2021-24 LCAP in Goal 1 focusing on maximizing student achievement.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

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

At the start of the 2021-22 school year, we will conduct a series of formative assessments to determine student's academic growth from the prior year and to determine areas of focus. These formative assessments include the i-Ready diagnostic (1st-5th), the NWEA MAP diagnostic (6th-12th), the ESGI diagnostic (Kindergarten), CAASPP interim assessments and teacher-created formative assessments. These assessments will help us identify how much progress students made in the prior year which in turn will help us identify any potential learning loss. These data points will in turn impact academic indicators such as graduation rate, English Language Arts performance, and college/career readiness. We will also assess the performance of these student groups from 2020-21 to see how, if at all, their progress was impacted by absenteeism or disciplinary challenges.

As described in Goal 2, Action 2 of the 2021-24 LCAP, the Student Wellness Services department will resume its efforts to monitor absenteeism and provide support as needed for all student groups based on the 2019 Dashboard (ELs, SpEd, Homeless, low SES, African American, White, Hispanic, and Foster). Specific initiatives established shortly before distance learning will be implemented to ensure student success. For the 2021-22 school year, the Student Wellness Services department has assigned at least one licensed therapist or an associate to each school to address the needs of all students, and specifically the student groups identified with declining outcomes on the Dashboard. In addition, each school has been assigned two full days of mental health intern. At the district office the department has designated two full-time school counselors with PPS credential with attendance clerks to support them on a daily basis. The SWS department will serve GUSD students with mental health, parent engagement, attendance monitoring, making sure our students are connected to at least one adult at GUSD. In early August our Homeless and Foster youth counselor contacted all families for an

intake. Each family completed an assessment form and based on the needs indicated by the family support has been provided. Some of the supports provided by the district are: tutoring services, access to food pantry, shoes, school uniforms, counseling and housing or employment referrals. During the intake the counselor exchanges her contact information with the family to ensure that the communication remains continuous and the families have a go-to person to connect with at all times. Each week the SWS department runs a report on attendance and the team starts contacting families that have excessive absences. The counselor assigned to the Foster and Homeless Youth runs separate data reports on attendance and monitors them closely. Students with multiple absences are contacted and further resources are provided to improve attendance. The district team works very closely with the site administrator and the academic counselor to make sure students are engaged and stay connected to school. Every five weeks the parents are contacted and an update is provided. If students are showing improvement in attendance, grades and engagement, students are rewarded. If a student doesn't show improvement or there is a decline in attendance, engagement or grades the family is invited to SART, SARB or an SST meeting to determine the cause and provide further support. Weekly check-ins with the student at the school site are provided by mental health interns to make sure the student remains connected and engaged. Attendance reports are generated monthly to track progress with a special focus on these student groups: ELs, SpEd, Homeless, low SES, African American, White, Hispanic, and Foster.

The Student Support Services department, as noted in Goal 2 Action 4 of the 2021-24 LCAP, will identify patterns in suspension data to develop supports to reduce the number of suspensions and will monitor progress. During the course of the school year, school site administrators in charge of behavior will look at suspension and discipline data monthly/quarterly and meet with their PBIS team to discuss patterns and areas that need to be addressed. Based on their findings, the team will implement targeted intervention and support students who are experiencing challenging situations. The targeted support will help students learn how to address challenging situations correctly and in return behavior and suspension will be reduced. If and when a student needs ongoing support, the site administrator and or designee will offer the student counseling services with parental approval, through counseling interns or district social and emotional counselors. Ultimately GUSD's goal is to support all students in order to prevent behaviors that would lead to suspension and maintain students in the classroom. Discipline reports will be generated monthly to track progress with a special focus on these student groups identified by the 2019 Dashboard: ELs, SpEd, Homeless, low SES, African American, foster, Hispanic, and White.

The Teaching and Learning (T&L) department will also provide professional development and instructional support to build proficiency in English Language Arts and Mathematics (which in turn will impact the College Career Indicator) and specifically for these student groups: ELs, SpEd, Homeless, low SES, and White. These actions are reflected in the 2021-24 LCAP Goal 1, Actions 1, 4 and 9. Training on grading practices and additional offerings to get course credit will address the graduation rate and college readiness. The T&L department is facilitating professional development opportunities that focus on the following strands with initial and follow-up training throughout the year so that teachers are provided ongoing support to increase the depth of understanding for effective implementation in the classroom:

- Supporting English Learners across content areas: specific instructional strategies to help teachers in providing instruction that allows the students to most effectively access the content across subjects, and for the secondary students to make progress and complete the a-g requirements
- Examining and aligning grading practices and student motivation: expanding staff's knowledge in this area through a book study using Joe Feldman's Grading for Equity, leading the work in aligning grading practices

- Effective integration of technology to enhance learning: training all teachers on the implementation of the SAMR model to utilize technology as a tool that enhances instructional practices and deepens student learning
- Ensure culturally responsive and relevant instruction: provide opportunities and training on the implementation of multilingual and multicultural education
- Social Emotional Learning to include training on Trauma Informed and Restorative Practices
- Ongoing support for content area support in History-Social Science, Science, Math and ELA/ELD

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

The Special Education Department will address the disproportionality in identification of special education students in two of our schools. The following steps continue to be taken to address Glendale's significant disproportionality in the over-identification of Hispanic students in the area of specific learning disabilities (SLD). Goal 1 Action 2 and Goal 2 Action 5 in the 2021-24 LCAP address supports for students with special needs, while Goal 1, Actions 1, 3, and 15 will provide the appropriate actions for meeting the needs of English learners. Approximately, 55% of the students identified as SLD are English Learners. As a result, five schools (three elementary, one middle and one high school) were selected with a high English Learner population to address the root causes and develop support plans to include outcomes/actions and activities.

Four outcomes/actions were developed:

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

Academic and social/emotional learning intervention opportunities are provided to students throughout the school year. Specific curriculum is used and frequent formative assessments were administered to determine progress and effectiveness of student achievement. Data shows that the majority of students increase academically at all levels after participation in this intervention.

In an effort to support English Learners, the school psychologists, in collaboration with other stakeholders, have revamped the assessment procedures for students who are English Learners to address the culturally and linguistically diverse areas that may be impacting students over achievement and over-identification. This new procedure will be implemented in the 2021-2022 school year and monitored for effectiveness.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All actions were implemented as planned, however they were all extended to June 2021 as the District continued addressing the challenges caused by the pandemic. The extended implementation of the actions and services caused an increase to expenditures as compared to the amounts budgeted during the development of the plan. Despite the increased expenditures, there were no substantive differences between the description of the actions and services identified as contributing towards meeting the increased or improved services requirement and the actions and services implemented to meet the increased and improved services requirement. The minor differences in actions and services were due to the increased need for PPE, HEPA filters, and outdoor learning spaces created as well as adding storage units to house excess classroom furniture. Additionally, the *Hey Tutor Inc.* contract and RUVNA health screening tool were added expenditures when students returned to on-campus instruction. Additional technology was added by purchasing added Chromebooks, headset, and equipment for teachers to teach concurrently. Additional school psychologists and nurses were added to support contact tracing and provide social-emotional support to students and families.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

GUSD has provided all the services planned in the 2019-202 LCAP and the 2020-2021 Learning Continuity and Attendance Plan, through evaluation of the effectiveness of practices and with input from stakeholder throughout the process, especially during the pandemic. COVID prompted many changes, sometimes within a very short time, however the District ensured that the focus was always on the best ways to serve our students and families. The rapid transition to distance learning was paired with extensive training, expedited plans for distribution of technology and meals, and effective solutions for continuation of all services for every learner.

GUSD prepared for the careful and deliberate return of students for on-campus instruction at all elementary schools at the end of March 2020. In order to maintain proper physical distancing, GUSD elementary schools operated on a hybrid schedule. Students returning for in-person learning alternated between on-campus and distance learning in small cohorts. The District offered a full-time distance learning option for the remainder of the school year for all families who choose not to return to campus. Childcare in the District's Technology Learning Pods (TLPs) continued to be available on days when students were in distance learning.

After a thorough analysis of the goals and outcomes of the 2019-20 LCAP and the 2020-21 Learning Continuity Plan, and in conferring with all stakeholder groups and site and district leadership, GUSD placed a strong focus on meeting the academic and social emotional needs of all students, specifically English learners, low income, and foster youth. As a result of COVID-19, the needs of these students

have compounded due to factors such as language, accessibility, connectedness and self-confidence. Increased support and access to additional instructional opportunities and activities, small group interventions and technology connectivity access was provided to all students to help mitigate these obstacles and to help increase access to learning, support learning recovery, and promote student achievement and social emotional well-being. Addressing these specific needs was a priority in developing the new 3-year LCAP Plan, as described in Goal 1, Actions 7, 8, 9, 10, and 15, as well as Goal 2, Actions 1 and 2.

A preschool class was added at Horace Mann Elementary School, whose free and reduced lunch count is 91%. The Mann preschool class was added specifically to address the need from foster/homeless youth families. Research clearly shows that early education is critical to provide students a solid foundation in learning and to close possible learning achievement gaps and future learning loss. The importance of early intervention and early literacy are a priority in the new 3-year LCAP Plan, as evidenced in Goal 1, Actions 1 and 8.

Additionally, early on in the COVID-19 pandemic, GUSD staff noted that many foster/homeless and low-income families had internet connectivity issues in their homes due to the expense of wifi services. Costs were prohibitive for families to purchase this expense on their own. GUSD provided every student with a Chromebook, but without reliable connectivity, learning would have been hampered and learning loss would be exacerbated thereby widening achievement gaps. GUSD has distributed over 2,252 hotspots, and in many cases, personally delivered these to students' homes. Closing the digital divide will be a priority in the new 3-year LCAP Plan, Goal 1, Action 5.

Site specific intervention plans were developed to address learning regression and are principally directed at providing additional support and interventions to students most at risk of learning regression; English learners, low income, and foster youth. Intervention plans were monitored regularly and adjusted as needed to best meet identified needs. In addition to an extensive repository of online and community resources and information on the district's website where parents could find information in English, Armenian, Korean and Spanish on instructional resources, information on health and wellness, technology support, and where to pick up school meals, etc. Classroom instructional schedules provided for virtual small group instructional groups and interventions to support and promote student learning and achievement and social-emotional well-being. Targeted instructional support for students who had experienced learning loss were developed and implemented through learning hubs, individual and group tutoring sessions, small group instruction, office hours and time designated to assess English proficiency, etc. The Equity, Access, and Family Engagement Department provided regular check-ins and outreach to newcomer English learner students and families to provide support and resources including equipment, materials and supplies, wifi connectivity, social emotional well-being and various needs impacting participation in school. Teacher Specialists at each school worked with grade levels and teachers to provide differentiated lessons to effectively address learner needs and variability through supplemental instructional programs and services for newcomer English learner students focused on promoting English language acquisition and academic language development. These effective strategies will continue in the new 3-year LCAP Plan in Goal 1, Actions 1 and 15, and Goal 2, Action 3.

GUSD's Teaching & Learning, Equity, Access, and Family Engagement, and Student Wellness Services Departments provided service and resources to support the needs of English learners, low income, and foster youth during distance learning. An extensive list of online and community resources and information were readily available on the District's website providing parents, student and staff information in English Armenian, Korean and Spanish on instructional resources and information on health and where to pick up school meals and technology support and access. These effective practices will continue in the 3-year LCAP, in Goal 2, Actions 2 and 3.

Additional academic support and interventions were provided for all students, including English learners, low income, and foster youth not yet meeting proficiency standards to promote learning recovery and promote academic achievement. The District ETIS Department developed a Chromebook and hotspot distribution in August 2020 before the first day of school August 19, 2020 to ensure that all students had digital resources or consistent access to wireless connectivity. Support and intervention opportunities were student/site specific to best address student needs. Designated and Integrated ELD instruction was provided daily by certificated classroom teachers within the regular instructional day at the elementary level and in Designated ELD classes (periods) at the secondary level. GUSD continued to maintain a focus on providing opportunities for students to engage in learning focused on oral and written language development across content areas provided by implementing close reading strategies to support students' access to academic rigorous content. Reciprocal teaching models were the focus for structured oral interaction professional development opportunities and trainings were developed and implemented to assist teachers in providing Designated and Integrated instruction through distance learning as well as to differentiate instruction to best meet the needs of English learners. GUSD also focused on the following key principles (WestEd) to accelerate the learning progress of English learners: i) Ensure that English learners' access and engage with rigorous academic content with high levels of support and ii) Provide English learners with structured opportunities for oral interaction. Effective interventions and professional development will be included in the new 3-year LCAP Plan, in Goal 1, Actions 1, 3, and 15.

School site intervention plans were developed and implemented year-long and focused on learning recovery and growth. Intervention plans were principally directed toward supporting the academic and social emotional well-being needs of English learners, foster youth, and low-income students. Intervention plans were monitored closely and revised as needed to best promote student needs and progress. Interventions included but were not limited to, before, during and after school small group targeted standards aligned academic instruction and site-specific academic activities, services and programs. The Equity, Access, and Family Engagement Department continued to provide outreach to newcomer English learner students to provide support, resources, and strengthen student engagement, connectedness, and access to WiFi connectivity. District teacher specialists collaborated with teachers and educational assistants to provide differentiated lessons to effectively address learner needs and variability. The Teaching & Learning Department supported teachers on how to provide relevant, high quality Integrated and Designated instruction and curriculum online so that the English learners would continue to acquire English proficiency and master grade level content. Virtual tutoring services through Sylvan Learning Centers supported the lowest performing English learn refugee students in the area of English Language Arts and Math. These effective practices will continue in the new 3-year LCAP in Goal 1, Actions 3, 7, and 10.

Analysis of the Panorama Survey 2020-2021 data and parent/guardian and student requests, social/emotional intervention and support was provided to best support the social emotional well-being of students. Actionable next steps and appropriate intervention and support is provided at the site level to best address areas of concern as measured by the Panorama survey. Support and interventions were provided through the foster youth/homeless counselor, classroom teachers, Equity, Access, and Family Engagement teacher specialists, FLAG program teacher specialists, social/emotional support providers, and district mental health interns. Additional support and interventions as needed were developed and principally directed towards addressing the social emotional needs of English learners, foster youth and homeless and low-income students, those most vulnerable to learning and social emotional regression and disengagement as the result of COVID-19 and on-line learning platforms. A foster/homeless counselor, school nurses and school psychologist provided targeted support for foster/homeless families. The Panorama Survey will continue to be used and included in the new LCAP, as noted in Goal 2, Actions 2 and 6.

As a result of COVID-19 and distance learning, students with unique needs were most at risk of learning regression and disengagement in learning. As such, additional services were intentionally provided for English learners, foster youth and homeless and low-income students to help mitigate the negative effects of COVID-19 and on-line learning platforms. The Student Wellness Services Department provided mental health counseling and parenting support to students and families in need with specific attention given to English learners, foster youth and homeless and low-income students. In addition, the SWS department provided weekly parent and student support groups. Starting fall 2020 the department hosted 33 social work and counseling interns to support students and families in need. In addition to the three therapists, the department hired 5 temporary mental health clinicians to support students and their families. Mental health parent forums, weekly parent support groups, and parent helplines in English, Armenian and Spanish provided support to address social and emotional health needs. In addition to mental health support, the SWS department provided tutoring, school supplies, housing referrals, transportation and mentorship to students who were experiencing homelessness or foster youth. Resources can be found on the SWS webpage. These important practices will continue to be implemented as noted in the new LCAP Goal 2, Action 2.

GUSD believes the best way to support unduplicated pupils is through a specific spending plan that targets unduplicated students using evidence-based strategies, standards-aligned interventions, expanded learning opportunities including summer school, Individual Learning Plans, parenting classes and workshops, social emotional support, and individualized student and parent support. Instructional programs/interventions continued to be implemented specifically for low income, foster youth/homeless youth and English learners with an emphasis on improved and increased services principally directed towards increased student success. These are reflected throughout the Actions in the new LCAP Goals 1 and 2.

To prepare for the 2020-21 school year, professional development and resources continued to be provided to staff to support distance learning programs to support student learning.

- A robust offering of a wide selection of paid, voluntary professional development opportunities for teachers was offered during the week of August 10–14. Topics range from technical training on using new resources and programs available to strategies to connect with students during distance learning. Sessions were customized for different grade levels and subjects.
- Additionally, based on feedback from staff and student survey results on distance learning experiences, the District developed 2-half-day comprehensive professional development sessions that all teachers participated in on best practices in distance learning.
- Several voluntary professional development opportunities were offered during the week of August 10. These sessions largely focused on instructional technology apps available to teachers for the Fall 2020 Semester. Training in social-emotional learning was included. Over 7,500 registrations were recorded with the most popular topics being Zoom, Google Classroom, Nearpod and Flipgrid. Zoom is our video conferencing program, Google Classroom is used to allow teachers to set up a virtual classroom, Nearpod is used to create interactive lessons and presentations, and Flipgrid is used to record and share videos. 1,686 participants provided feedback on their experience. Of all participants who completed the survey, 88% agreed/strongly agreed with “I will use the strategies I learned in this session”, 87% agreed / strongly agreed with “This session directly applies to my distance learning planning”, and 82% agreed / strongly agreed with “I found this session to be engaging”.
- In addition, the district offered a mandatory two-part professional development opportunity on distance learning essential practices for all teachers. This districtwide opportunity included strategies for establishing a positive online classroom community, effective

instructional practices for whole group and small group instruction, and resources to support instructional technology and formative assessment. The professional development took place on Tuesday, August 18 from 8:00 - 11:00 and on Wednesday, August 19 from 12:00 - 3:00. Sessions were customized for different grade levels and subject areas.

- In the Spring of 2019 over 70 webinars were offered to assist teachers with the transition to remote learning. These webinars, on topics such as google classroom, zoom, and other useful technology tools/best practices, are still available for teachers to view to support their distance learning planning for the Fall. The District compiled a comprehensive list of educational applications and programs that includes program functionality, instructions, contact support personnel and screencasts were developed for teachers to easily reference.
- In addition, 65 virtual school site professional development sessions were scheduled for Fall 2020 on a variety of topics. School teams identified their areas of focus and chose topics from a menu of offerings. Topics included:
 - How do we combat Covid-19 learning loss? Meaningful targeted standards-based instruction in ELA and Math using the priority standards documents
 - Using formative data to drive instruction/Just in time scaffolding
 - SEL Support: Work with staff to analyze the Panorama data to identify areas of growth needed in Social Emotional Learning and connectedness.
 - Formative Assessment to drive instruction:
 - Interims: Using Formative Data to drive instruction in Distance Learning + Tools for Teachers Site
 - Rethinking Grading Practices: Mastery-based Grading in the Time of Distance Learning - Parent Presentation on Growth Mindset
 - How to give meaningful feedback to students at a distance? How to determine what feedback will help guide next steps/feedback strategies.
 - Flexible, data-driven Small Group Instruction: Effective online differentiation through small groups and how to use Breakout Rooms effectively
 - Essential ELD Protocols: How to ensure that English learners' access and engage with rigorous academic content with high levels of support, using structured opportunities for oral interaction and a focus on oral and written language development across content areas
 - in 2020-21 GUSD also started the SAMR (Substitution Augmentation, Modification, Redefinition) Initiative, which offers educators an opportunity to develop blended learning and instructional technology knowledge and expertise to become a Technology Coach to Enhance Instruction (TCEI) at their school sites. The TCEI leader serves as an instructional technology lead to support educators in incorporating technology as a tool to differentiate teaching and learning through 21st century innovative and constructivist approaches that address all learner variability for the purpose of increasing student achievement. The SAMR Initiative aligns to the International Society for Technology in Education (ISTE) standards, which are recognized as the benchmark instructional technology standards for students and educators. The standards include integration of digital literacy, student

achievement, and digital safety and allow for differentiation to support enrichment and intervention. Participants commit to completing six training modules as well as the activities assigned between modules, including completing Google Certification and leading professional development at their school sites. TCEIs are expected to continue in this role during the 2021-22 academic year, leading instructional technology focused professional development at their sites. The SAMR training will expand further, as noted in the new LCAP Goal 1, Action 5.

- Career and Technical teachers were provided professional development on high quality instruction with specific resources for learning.

GUSD will continue its offerings of professional learning opportunities to all staff, as noted in the new LCAP Goal 1 Action 1.

GUSD continued to offer additional learning opportunities and services for unduplicated students to best meet their academic, social-emotional and behavioral needs. These targeted opportunities and services included a variety of support and services outlined in the sections above including but not limited to additional academic and social-emotional supports and interventions, additional tutoring and intervention hours, 5 additional service providers and 33 social work and counseling interns. Digital platforms for parents and students will be offered to newcomer English learners and parents to promote language acquisition. Additionally, online poetry and art classes, along with ample hours of tutoring services were offered. Nine Parent Chat sessions were conducted providing newcomer parents and families resources and information in their native language to empower parents to be part of the school community. Newcomer parents and families were contacted with weekly check-ins, to have access to supports at the District and information as needed. Student Wellness Services Department also provides student support groups to address social and emotional health needs; along with monthly wellness presentations for GUSD staff which could be incorporated in their classrooms. The SWS Department partnered with the City of Glendale Parks and Recreation Department to host weekly presentations to assist the students who are in the STAR program and evening "Teen Night Out" presentations to students and their families. Since November of 2020, the SWS Department provided both in person and virtual trainings on QPR that focused on suicide prevention, and Youth mental Health First Aid which were accessible to GUSD staff and to all community members. All effective practices noted will continue in the new LCAP as noted in Goal 1 Actions 10, 11, 15, and Goal 2 Actions 2 and 3.

As schools transitioned to hybrid learning, with some students attending in person and others attending via Zoom, teachers were provided additional training on the following topics.

Category	Topic	Attendees
Safety	Preventing spread of COVID-19	351
	Setting up Your Hybrid Classroom from CDC guidance document	367
Schedules, Routines and Procedures for	Concurrent Hybrid Schedules and Instructional model - Part 1 - Walking through the concurrent hybrid Schedule	380

Concurrent Hybrid Instruction	Concurrent Hybrid Schedules and Instructional model - Part 2 - Outlining the expectations during Instructional Blocks in GUSD's concurrent hybrid model	348
	Mindset for Concurrent Hybrid Learning Transitions - Routines and Procedures	334
Tech Setup for Concurrent Hybrid Instruction	Setting up and Using the External Webcam	334
	Setting up and Using the Omnidirectional Microphone	322
	Setting up and Using Cameras, Document Camera, Microphones, and Projector	244
	Setting up and Putting it All Together on Zoom	253
	Setting up and Using the Second Monitor	104
Effective Instruction in a Concurrent Hybrid Model	Effective Instruction in a Concurrent Hybrid Model Part I: Four Strategies to Make It Work Dr. Catlin Tucker's video GDoc notes from the video	233
	Effective Instruction in a Concurrent Hybrid Model Part II: Effective practices from distance learning	220
	The Do's and Don'ts of Hybrid Teaching (https://www.edweek.org/teaching-learning/opinion-the-dos-donts-of-hybrid-teaching/2020/10)	231

The effectiveness of these supports and robust professional development plan are highlighted in GUSD's new 3 year LCAP Plan, in several Actions in Goals 1 and 2.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,

- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496*, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021