



2018-19 LCAP Stakeholder Questions and Responses

Below you will find answers to questions submitted by GUSD stakeholders online and at our final LCAP Stakeholder and Parent Advisory meetings on May 2, and May 9, 2018.

How do we increase A-G completion rates?

GUSD is currently exploring a 2-3 year plan to improve A-G pass rates to qualify students for the UC/Cal State system. Part of the plan will require students to earn a grade of C or better to receive course credits. GUSD schools and employees will continue to communicate to our students and parents the positive impact that passing A-G courses has on post-secondary opportunities for students.

How will we intervene in Math? How will we increase academic interventions?

The GUSD Board is currently in the process of adopting a new math textbook/curriculum. The focus of Professional Development for 2018-19 will center on supporting Math proficiency. The district will require an action plan for Math improvement as part of our school site expectations. Additionally, Math Intervention is included as a goal in our school sites' Single Plan for Student Achievement.

How is the District supporting school safety?

In order to ensure campus safety, each school site develops an annual school safety plan. Every site holds monthly emergency drills and continuously reviews safety protocols. Students complete Social Emotional Surveys to help staff identify students who may need additional counseling or intervention. Social-emotional support is provided at all sites at all levels. If a student shows a need for scheduled time, secondary schools rotate the period that students are pulled out of class for counseling to mitigate the impact on learning. Seven schools (one middle school, two high schools, and four elementary schools) have implemented Restorative Practices. In an effort to protect property and personnel, all GUSD sites and district properties have video surveillance cameras. School sites utilize buzzer doors to restrict campus access of non-employee personnel. Training for classified staff in recognizing warning signs of atypical behavior in students is being considered.

How do we allow for collaboration/PLC Time?

In an effort to better support teacher collaboration, school sites are engaging in the Professional Learning Community (PLC) process to help with interventions and share teaching best practices. Currently, sites have the option to vote on "Banking Schedules" to allow for more collaboration time. The district has a Collaboration Committee with Glendale Teachers Association (GTA) and district staff representation. The group has been tasked with exploring the possibility of implementing collaboration time during the contractual day at a districtwide level.

How are English Language Learners being supported?

English Learner (EL) 1-2 students are provided support classes while EL 3 students are enrolled in grade level Language Arts classes. The English Language Development (ELD) Task Force is working on an EL Pathway that ensures students meet A-G requirements, the district is compliant with California Education Code, and students have access to core curriculum. In order to improve our practices as a district, we have planned site visits to schools outside GUSD that are having success with EL students. Additionally, GUSD school sites are collaborating with the Teaching and Learning department for ELD

training in conjunction with Math training. At the elementary level, there may be fewer ELD students in a class. Teachers use differentiated instruction and small group instruction to assist students. This time is embedded into the instructional day.

How do we implement teacher training to support student learning?

GUSD prepares a Professional Development (PD) calendar each year with focus areas based on student performance results and needs identified through staff surveys. School sites plan individual school PD and offer outside PD to teachers when appropriate. Additionally, training by textbook publishers accompanies any new textbook or instructional strategy adoptions.

How do we improve GUSD messaging to increase LCAP participation?

For the 2018-19 school year, GUSD is making a concerted effort to reduce the number of Local Control Accountability Plan (LCAP) meetings and focus each meeting on a particular theme. Additionally, the district will use a variety of social media platforms to communicate LCAP messages and goals and will livestream meetings on social media and post videos of the meetings on the GUSD website. We will ensure LCAP and education terminology is explicitly defined for parents and other stakeholders. GUSD will continue to explore options, including California PTA engagement strategies and School Smart Academy. A suggestion was made to administer the parent culture surveys at the beginning of the year in addition to second semester. Efforts will be made to ensure surveys can be accessed and completed in the GUSD app.

What is the vision of CTE Pathways?

Clear CTE pathways connect students to college and careers. GUSD's vision is to continue providing students a wide variety of CTE/Career Pathways to choose from starting in Middle School. CTE pathways are accessible to all GUSD secondary students. Students with IEPs participate in CTE pathway courses ranging from Computer Animation to Medical technology. It is our vision that GUSD Career pathways will provide students with technical skills and exposure to help them prepare for college and career. Identifying the clear areas of focus for each high school allows elementary and middle school students to consider what pathway they would like to choose. Additionally, feeder schools can offer introductory courses that prepare students for the high school pathway they might choose.

Where are our spending priorities with regards to the arts?

GUSD is a very proud advocate for visual and performing arts. Our students participate in a wide range of programs that develop their creative talents. GUSD has a standing partnership with Glendale Educational Foundation, which helps fund art supplies for school sites. Additionally, some GUSD schools fundraise in order to offer supplemental art classes to elementary students. GUSD also offers a Visual and Performing Arts Magnet, Mark Keppel Elementary School.