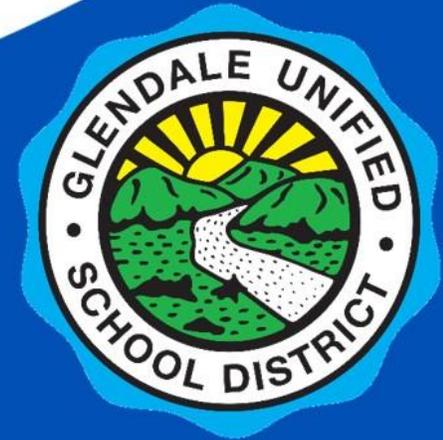# Local Control Accountability Plan (LCAP) Town Hall Meeting

Equity and Access: Addressing Student Needs to Mitigate Learning Loss

December 7, 2020

Preparing our students for *their* future.

Agenda

- LCFF/LCAP Review
- 2020-21 Learning Continuity Plan
- Closing the Digital Divide
- Technology Learning Pods
- Specialized Services for English Learners
- Social Emotional Support
- Data and Assessments Update
- Return to School Update
- Opportunities for Engagement

Local Control Funding Formula (LCFF)

- Enacted in 2013-14

- Fundamentally changed how all local educational agencies (LEAs) in the state are funded

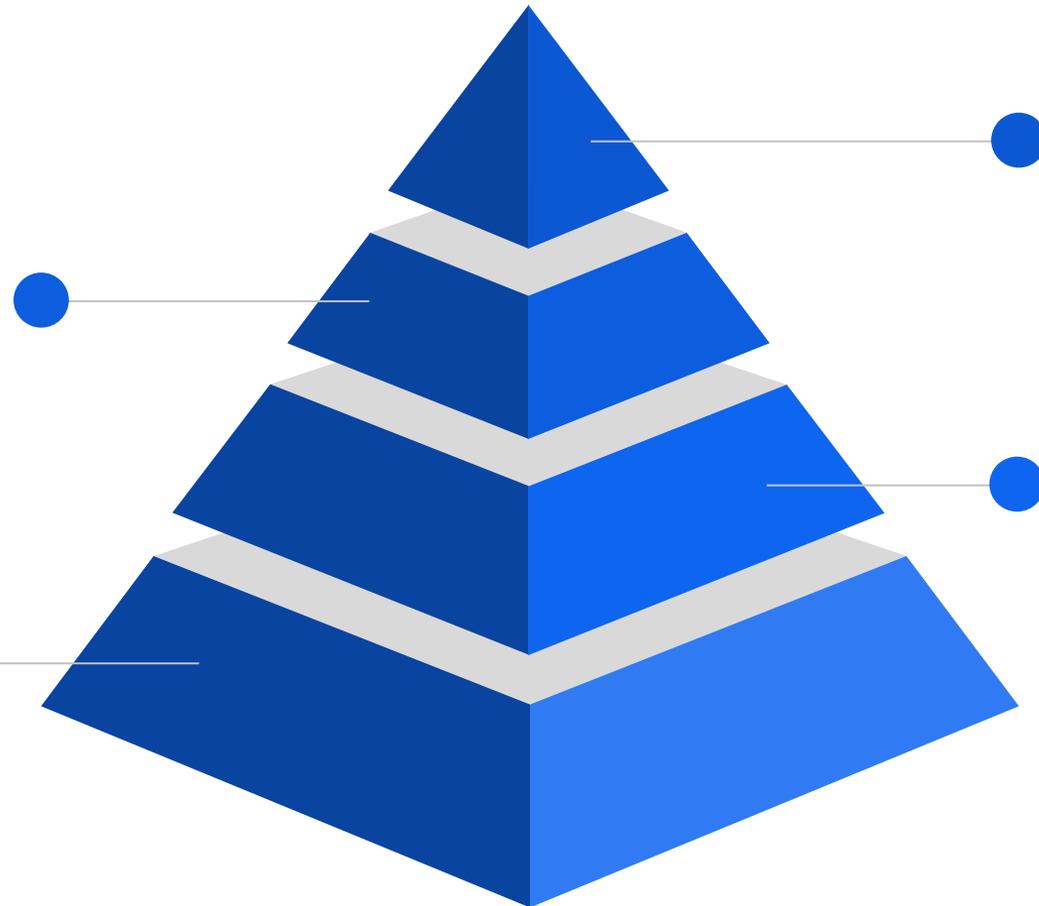- Ensures LEAs are meeting the academic needs of every student

Local Control Funding Formula (LCFF)

Concentration Funding
Additional funding for districts where more than 55% of enrollment qualify for Supplemental Funding.

Supplemental Funding
Additional funding specifically allocated for English learners (EL), foster youth, and students who qualify for Free/Reduced Price Meals (unduplicated count)

K-3 Grade Span Adjustment of 10.4%
As a condition of receiving these funds, school districts are required to maintain an average class enrollment of no more than 24 pupils in K-3 classes, unless the district has collectively bargained alternative average class enrollment in those grades for each school site.

LCFF Base Grant
Uniform base grant for each school district based on Average Daily Attendance (ADA).

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Local Control Accountability Plan (LCAP)

- 3-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities

- Must be developed with stakeholder input

- Must demonstrate increased or improved services for English Learners, foster youth and low-income students
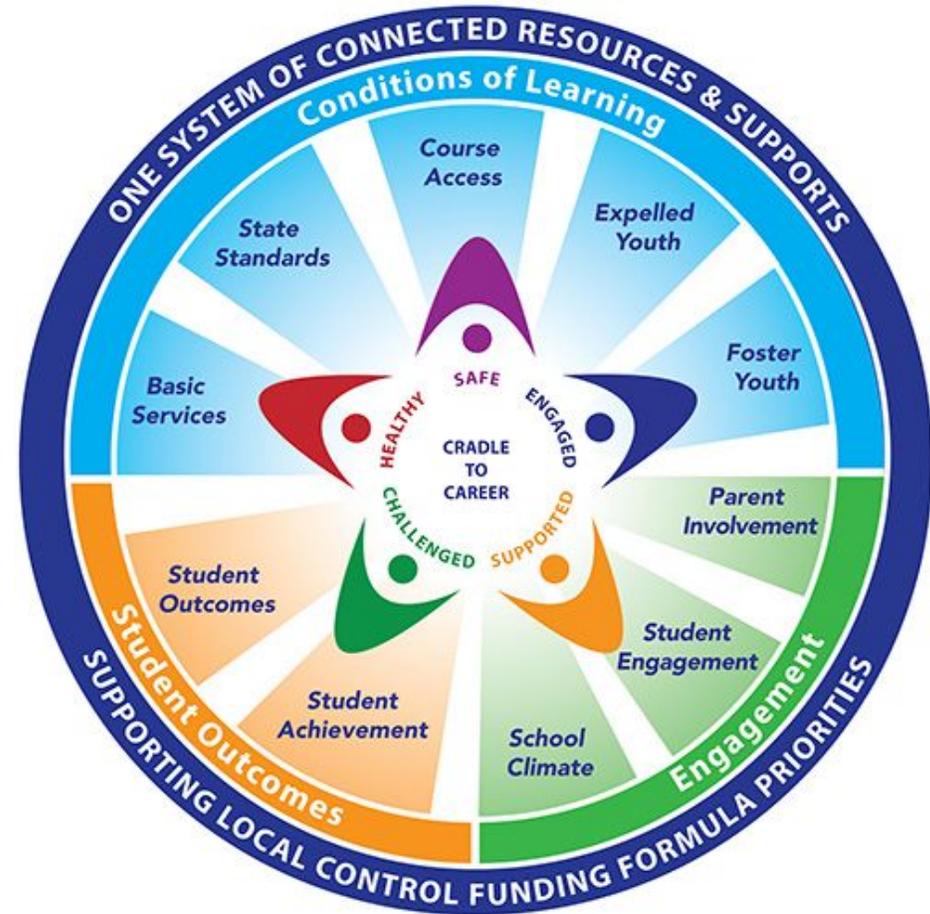
Alignment of LCAP Goals and Board of Education Priorities

District LCAP Goals

Maximize Student Achievement
- Improve academic achievement for all students
- Ensure all students are college and/or career ready upon graduation

Create a Culture of Learning
- Support the social, emotional, and physical needs of all students
- Provide services and conditions that support student learning
- Provide teachers with tools and training to implement State academic standards
- Provide students with access to support interventions and instructional technology for learning

Increase Engagement
- Create a positive environment and opportunities for students to connect with their school and community
- Engage families and community to support student learning

2020-21 Board Priorities

Maximize Student Achievement
- Close the digital and equity gap
- Offer robust distance, hybrid, and in-person learning programs
- Address learning loss and improve attendance

Foster a Positive Culture of Learning
- Ensure equitable teaching and learning opportunities led by excellence
- Support culturally relevant curriculum that emphasizes inclusion
- Increase parent and family engagement opportunities

Ensure the Health and Safety of Students and Employees
- Strengthen mental health support and programs
- Develop proactive health and safety procedures
- Support physical, social, and emotional wellbeing

Maintain District Financial Responsibility
- Ensure the fiscal health of the district
- Implement a fiscal plan to preserve the district resources
- Plan for the district's future educational and facility needs

Shift Due to COVID-19 Pandemic:
2020-21 Learning Continuity Plan

- Senate Bill (SB) 98 established that the Learning Continuity Plan (LCP) replace the LCAP for the 2020–21 school year

- Districts must detail how they will address the following:

  - Addressing gaps in learning
  - Conducting meaningful stakeholder engagement
  - Maintaining transparency
  - Addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness

  - Providing access to necessary devices and connectivity for distance learning
  - Providing resources and supports to address student and staff mental health and social emotional well-being
  - Continuing to provide school meals for students

The Glendale Unified LCP Describes in Detail:

- Summer school in secondary, childcare opportunities, and the institution of the Technology Learning Pods

- Distribution of Chromebooks and hotspots

- Results from parent, student, teacher surveys and how input shaped new instructional schedules for the 2020-21 school year

- Professional development for staff in 2020-21

- Preparing all campuses for the return of students

- Continuity of serving meals to students

- Services to support mental health and social and emotional well-being

The Glendale Unified LCP Outlines:

- The use of comprehensive diagnostic assessments at the beginning of the year to determine individual student's proficiency levels in ELA and Math to target instructional lessons and fill in learning gaps

- The continued use of additional small group instructional and intervention groups to address learning recovery and support students not meeting grade level standards

- Supplemental instructional programs and services for newcomer English learner students to support academic language development

School Site Intervention Plans:

- Address learning regression and recovery and promote continuity of learning, specifically focusing on students who may be most at risk of performing below grade level standards:
  - English learners
  - Low income students
  - Foster/homeless youth
  - Students with special needs.

- Intervention plans are monitored regularly and adjusted as-needed to best meet identified needs

Targeted Instruction

- Support for students who have experienced learning loss through:
  - Learning hubs
  - Individual and group tutoring sessions
  - Small group instruction
  - Office hours

- Teacher Specialists work with grade level/department teachers to provide differentiated lessons to increase engagement, address students' needs, and closely monitor their academic progress and social emotional well-being

- Glendale Unified check in regularly with newcomer English learner students and families to provide support and resources

Addressing Students' Needs
While Distance Learning

Closing the Digital Divide

- We continue to prioritize closing the digital divide

- Computers and hotspots provided to any student who needs them

- Continued service at the district office for device repairs and replacements

- Zoom committee working to improve videoconferencing interface for all students

Technology Learning Pods Update

- 99 Technology Learning Pods across all Elementary Schools
- 1,069 TK-6 students attend daily and 258 in extended care
- Currently have a waiting list of 301 students

English Learners Return to Secondary Schools

- Facilitated Learning Centers (FLC) for up to 12 students with 1 substitute teacher and 1 assistant

- Students continue with current distance learning schedule with option to participate in FLC or remain at home

- Emerging and Expanding ELD levels

- Started on most middle and high campuses November 16

- Total of 76 students and 18 adults (substitutes and aides)

Middle School FLCs

School	Total # students in FLCs / # FLCs
Roosevelt	19 students in 2 FLCs
Rosemont	12 students in 1 FLCs
Toll	7 students in 1 FLCs
Wilson	9 students in 1 FLCs

High School FLCs

School	Total # students in FLCs / # FLCs
CVHS	7 students in 1 FLCs
GHS	19 students in 2 FLCs
HHS	3 students in 1 FLCs

FLC Updates and New Opportunity

- Students benefiting from social interactions and fun activities to practice speaking and listening in English

- Teachers reporting students are more engaged, turning in more work, and more active in class

- New for Spring Semester: Bridging level Juniors and Seniors have opportunity to take online GCC classes to prepare for English 101 (transfer level) by taking ESL 141 and ESL 151

Social Emotional Support

Social Emotional Support

- Individual Counseling: 258 students

- Weekly student support groups (Grief, motivation, coping skills, social skills): 40 students participated

- Weekly parent support groups: 49 groups with 164 parent participants

- Question, Persuade, Refer (QPR): 9 sessions with 73 participants

- Youth Mental Health First Aid (YMHFA): 13 sessions with 153 participants

Mental Health & Mindfulness

- Monthly mental health forums: 5
- Monthly newsletter and videos for students and families
- Virtual Wellness Room for students and families
- Weekly mindfulness activities for elementary, middle and high school students
- Health, mental health, and wellbeing resources for parents, students and community members (apps, games, books, coping skills)
- Mindfulness and motivational videos
- Parent Resource Library (Books)

Attendance and Wellness Checks

Student Wellness Services has monitored student attendance even during distance learning and provided additional resources and support for those in need:

- Monthly absence letters sent home: 970

- Student Attendance Review Team meeting: 91

- Student Review Board meeting: 11

- Wellness checks/home visits: 75

Mental Health Support for GUSD Staff

- Monthly optional well being and social emotional support for GUSD teachers and staff

- Monthly newsletters containing self-care resources for GUSD teachers and staff

- Daily mindfulness resources for teachers to utilize in their classrooms (elementary, middle, and high School)

Partnerships in the Community

Student Wellness Services has provided our students and families with social emotional and additional support for basic needs with partnership with the following agencies:

- Glendale Council PTA
- Armenian American Mental Health Association
- Pacific Clinics & Didi Hirsch
- City of Glendale Parks and Recreation Department
- DMH-UCLA Prevention Center of Excellence
- District Attorney's Office & Department of Public Services

- Glendale Police Department
- Glendale Fire Department
- Glendale Youth Alliance
- American Health Association
- Adventist Health Hospital
- Glendale Memorial Hospital
- YMCA (Food Drive)
- Los Angeles County of Education
- Department of Public Health

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Data and Assessments Update

Limited Data Points This Year

- **What we have for 2020-21:**
  - Quarterly Stakeholder surveys
    - Student
    - Parent/Guardian
    - Teacher
  - Dynamic Dashboard
  - Panorama Survey results (Fall and Spring)
  - Diagnostic assessments
    - i-Ready for K-5
    - NWEA for 6+
  - CAASPP Interim Assessments
  - ELPAC

Limited Data Points This Year

- **What we do not have from 2019-20:**
  - CAASPP
  - CAST
  - CAA
  - PFT
  - CA Dashboard

Testing Update

- CAASPP - shortened assessment approved on 11/5
- CAST - regular length
- PFT - TBD
- PSAT and AP
  - PSAT - administered in October and again in January in-person
  - APs - scheduled for online administration
- Interim assessments - available now

Supporting Learning Through Site-Specific Professional Development

- **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

- **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**: Using Data to drive instruction in Distance Learning

- **Rethinking Grading Practices**: Mastery-based Grading in the Time of Distance Learning

- **How to give meaningful feedback to students at a distance?** How to determine what feedback will help guide next steps/feedback strategies.

Supporting Learning Through Site-Specific Professional Development

- **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

- **Engaging Students Online**: How to keep students engaged, manage breakout rooms, use effective strategies, and design learner-centered tasks

- **Connecting Synchronous and Asynchronous Instruction**: Connecting the 2 modes of instruction to maximize feedback and learning time and deepen student understanding

Return to School Updates

- Reopening plan being discussed with departments and labor partners

- Safe reopening continues to be top priority

- Training continues through a 6-part program to prepare teacher leaders for blended learning upon school reopening

  - Power combination of traditional classroom and distance learning skills
  - Leaders at each site to train faculty teams

Parent/Guardian Return to School Survey
www.gusd.net/FeedbackSurvey

Upcoming Opportunities for Engagement

Wednesday, December 9, 5:30 p.m.
Mental Health Forum
Managing Difficult Emotions During the Holiday Season
Watch live at www.Facebook.com/GlendaleUSD

Wednesday, December 9 & 16, 5:30 p.m.
Parent Academy Information Sessions
December 9 – Career & Technical Education
December 16 – iReady Diagnostic
Zoom Webinar - Learn more at www.gusd.net/ParentAcademy

Upcoming Opportunities for Engagement

Tuesday, January 12, 4:30 p.m.

Working Group to Ensure Culturally Relevant and Responsive Education

Learn more at www.gusd.net/CRRE

Monday, January 25, 4:00 p.m.

LCAP Meeting: Student Safety, Health, and Wellness

Watch live at www.Facebook.com/GlendaleUSD