

# 2021-2022 Local Control Accountability Plan (LCAP) & Expanded Learning Opportunities Grant (ELO)

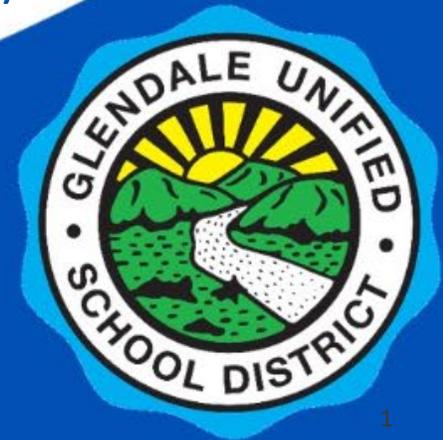
## Stakeholder Meeting

May 17, 2021

**Dr. Mary Mason**, Executive Director, K-8 Instruction

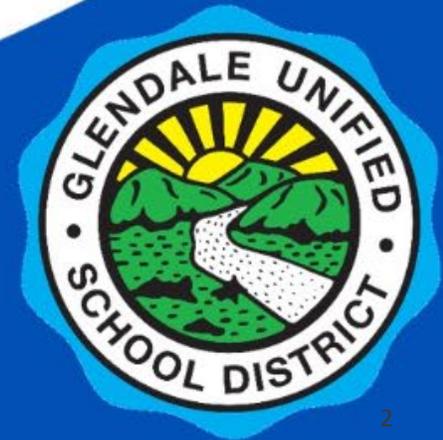
**Dr. Marine Avagyan**, Director, Equity, Access, and Family Engagement

**Dr. Stepan Mekhitarian**, Interim Director, Innovation, Instruction, Assessment & Accountability



**Please submit any questions and your input on the Feedback Form.**

**Link:** <https://tinyurl.com/aj7mb45j> (case sensitive)  
***Due May 24, 2021***





# 2020-2021

## Board Priorities and LCAP goals

### Glendale Unified School District Roadmap to Success

#### Board of Education Priorities



#### 1 Maximize Student Achievement

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

#### 2 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

#### 3 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

#### 4 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

### Glendale Unified School District Roadmap to Success

#### Local Control Accountability Plan (LCAP) Goals

#### 1 Maximize Student Achievement

- 1-1: Improve academic achievement for all students.
- 1-2: Ensure all students are college and/or career ready upon graduation.

#### 2 Create a Culture of Learning

- 2-1: Support the social, emotional, and physical needs of all students.
- 2-2: Provide services and conditions that support student learning.
- 2-3: Provide teachers with tools and training to implement State academic standards.
- 2-4: Provide students with access to support interventions and instructional technology for learning.

#### 3 Increase Engagement

- 3-1: Create a positive environment and opportunities for students to connect with their school and community.
- 3-2: Engage families and community to support student learning.



# Purpose

- Reflections on 2020-21 Learning Continuity & Attendance Plan (LCP)
- Reflections on 2019-20 Local Control Accountability Plan (LCAP)
- Review & Feedback on:
  - Proposed Goals and Actions for 2021-2024 LCAP
  - Expanded Learning Opportunities (ELO) Grant (AB86)



# Guiding Questions for Update

(final document <https://www.gusd.net/Page/14669>)

## **2019-2020 LCAP**

- A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.
- A description of successes and challenges in implementing the actions/services to achieve the goal.

## **2020-2021 LCP**

- 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.
- 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.

## **Overall Analysis of LCAP and LCP**

- 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.



# 2020-21 Learning Continuity & Attendance Plan

- SB 98 established the *Learning Continuity & Attendance Plan*
- The *Learning Continuity & Attendance Plan* replaced the LCAP for the 2020-2021 school year.
- A reflection of the *Learning Continuity & Attendance Plan* was required to start the LCAP process.



# 2020-21 Learning Continuity & Attendance Plan

## Must:

- address gaps in learning;
- conduct meaningful stakeholder engagement;
- maintain transparency;
- address the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness;
- provide access to necessary devices and connectivity for distance learning;
- provide resources and supports to address student and staff mental health and social emotional well-being; and
- continue to provide school meals for students.



# Reflections:

## 2020-21 Learning Continuity & Attendance Plan

- Stakeholder input was gathered from parents, students, certificated and classified employees through surveys and district/school board meetings.
- 17,702 Chromebooks and 2,872 hotspots distributed as of May 11, 2021
- 12,898 students have one or more district-issued Chromebooks
- 1,494,916 meals distributed as of May 11, 2021
- Student Wellness Services and Special Education Departments have conducted parent forums, created newsletters, provided resources on their websites, conducted home visits, provided counseling and mental health referrals and services to students and families
- Professional development has been ongoing and have conducted over 250 training sessions with over 9,000 participants
- Intervention services for students have been provided through resident substitute teachers, classified assistants, and Hey Tutor's services
- Technology Learning Pods and Facilitated Learning Centers supported students



# Increased Services for Foster Youth, Homeless, English Learners, and Low Income

- Distribution of Chromebooks and hotspots
- Designated and Integrated ELD instructional support
- Differentiated daily small group instruction
- Tutoring and intervention (*before, during and after school*)
- Mentorship groups and office hours
- Special Education and psychological service providers, and behavior specialists
- Professional development focused on English Language Development instruction and differentiation
- Addition of a Preschool Program at Mann Elementary School



# 4 Budget Sections

<b>1. Actions related to in-person instruction</b> (PPE, disinfecting supplies/services, signage, handwashing stations, air purifiers, air filters)	<b>\$6,008,392</b>
<b>1. Actions related to distance learning</b> (Chromebooks, hotspots, webcams, headphones, software, licenses, professional development)	<b>\$12,000,000</b>
<b>1. Actions to address pupil learning loss</b> (Technology Learning Pods - staffing for 100 Pods through October 2020)	<b>\$10,300,000</b>
<b>1. Additional actions to implement LCP</b> (Additional psychologists for mental health, unreimbursed meals, construction delay)	<b>\$13,525,502</b>
<b>Total</b>	<b>\$41,833,894</b>



# Reflections:

## 2019-20 Local Control Accountability Plan

- August 2019 - March 2020: All goals and actions implemented as specified in the plan
- March 2020: transitioning all in-person activities to the virtual setting and adjusting all goals and actions to serve students, families and staff virtually
- Professional development
- All employees continued their duties transitioning to a virtual setting and were compensated per state guidelines
- Any differences in actions and services were primarily due to the need to supply chromebooks, headsets and hotspots, digital platforms, as well as to provide immediate and ongoing professional development to train all staff in delivering and supporting instruction and other services online
- Student Wellness Services and Special Education Departments have conducted parent forums, created newsletters, provided resources on their websites, conducted home visits, provided counseling and mental health referrals and services to students and families
- Statewide assessments were suspended by California Department of Education impacting the ongoing data collection and analysis process



# 2019-2020 LCAP Notes

## Goal 1: Maximize Student Achievement

### *Greatest Strengths:*

- English Learner Reclassification rate **23.5%**
- **55%** Met/Exceeded Grade Level Standard on 2018-19 CAASPP in Math
- **64%** Met/Exceeded Grade-level Standard on 2018-19 CAASPP in ELA
- **88.4%** 4-year Cohort Graduation Rate in 2018-19
- **25 CTE** Career Pathways within 12 Industry Sectors at Middle and High Schools
- Multiple Schools Recognized by State and National agencies



# 2019-2020 LCAP Notes

## Goal 2: Create a Culture of Learning

### *Greatest Strengths:*

- GUSD maintains significantly high percentage of fully credentialed and appropriately assigned teachers districtwide for 2018-19.

Fully credentialed	98.4%
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Appropriately assigned	99.9%
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English Learner authorized	98%
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- Current Facility Inspection Tool (FIT) average for the District is 98.8%.



# 2019-2020 LCAP Notes

## Goal 3: Increase Engagement

### *Greatest Strengths:*

- Increased communication with families: Students with at least one parent/guardian contact email increased from 85% in 2018 to 99.5% in 2021
- Expanded parent/guardian attendance in a variety of meetings, including GATE parent meetings, FLAG parent meetings, District English Learner Advisory Committee (DELAC) meetings, World Languages Advisory Committee meetings, Superintendent Parent Advisory Committee (SPAC) and Newcomer Parent Chats. The use of Zoom helped increase engagement.



# What is the Local Control Accountability Plan (LCAP)?

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Once approved, the components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order:

- LCFF Budget Overview for Parents
- Annual Update with instructions
- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Expenditure Tables
- Instructions



# Local Control Accountability Plan: 8 State Priorities

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

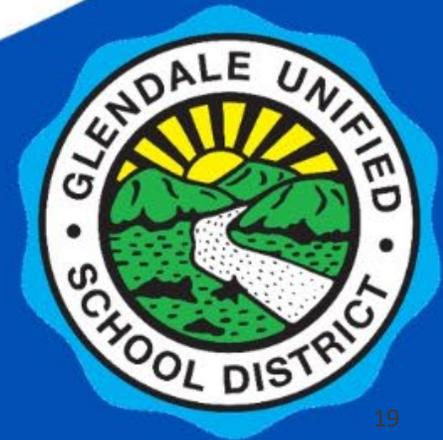
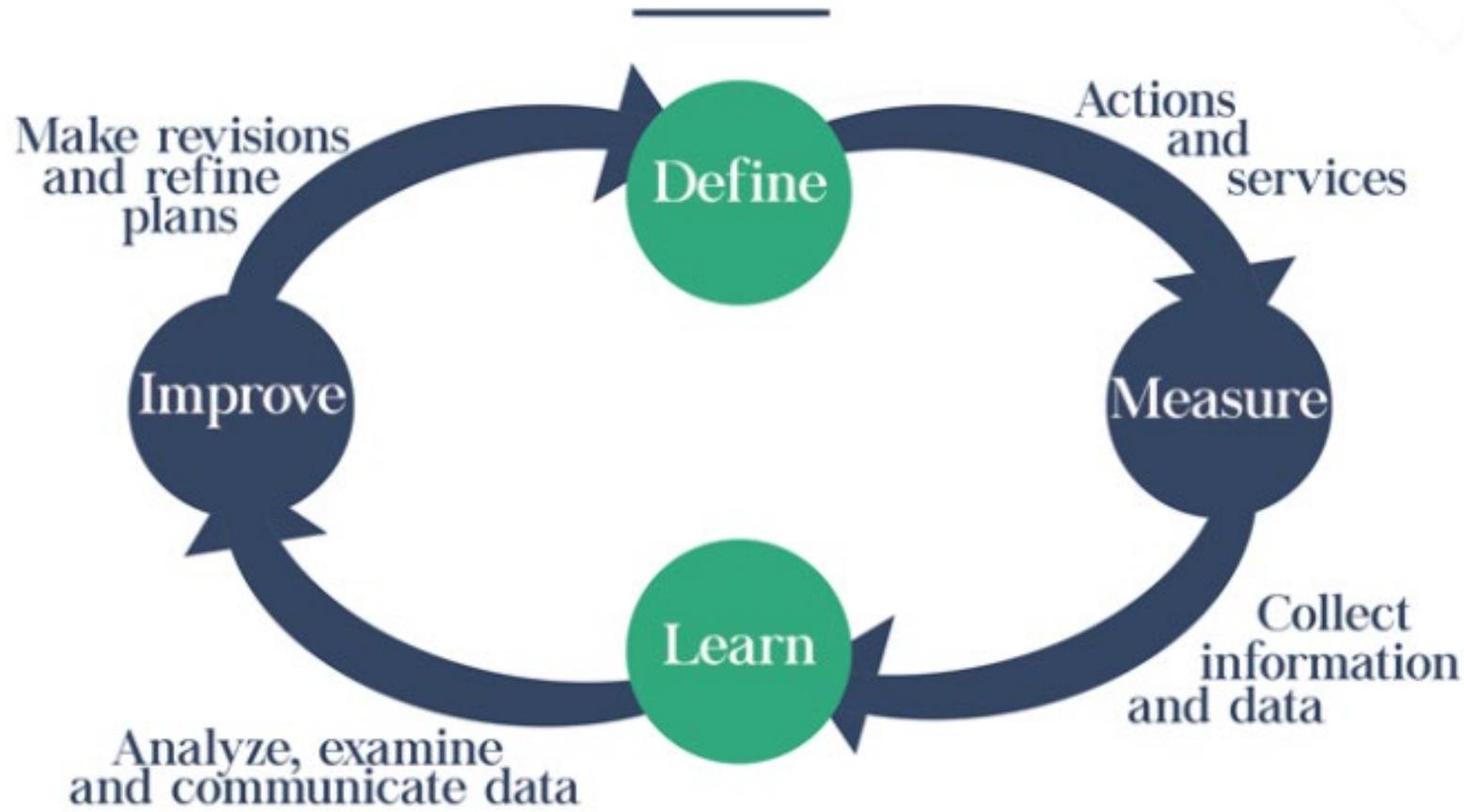


# Requirements to Ensure Equity

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

Expectations in a 3-Year Local Control Accountability Plan			
	2021-2022	2022-2023	2023-2024
LCAP Components	Year 1	Year 2	Year 3
Plan Summary	Yearly	Yearly	Yearly
Budget Summary	Yearly	Yearly	Yearly
Annual Update	Yearly	Yearly	Yearly
Stakeholder Engagement	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept	Yearly, no historical narrative to be kept
GOALS and ACTIONS	Written for 3 years	Changes to the plan could include a change to a specific goal, adding or modifying, discontinuing an action, all based on review of data/metrics and indicators	
DEMONSTRATION OF INCREASED/IMPROVED SERVICES	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years	Yearly, historical context kept over 3 years

# The LCAP Cycle





# 2021-22 LCAP

## Stakeholder Engagement & Feedback

There was a variety of formats utilized over the 2019-2020 and 2020-2021 school years to solicit stakeholder feedback for the 2021-2024 LCAP. These included representation from diverse groups representing English Language Learners, Foster Youth, low-income students, students with disabilities, advance placement students.

- LCAP Parent Stakeholder and DELAC Meetings
- Individual School Site Meetings
- Client Surveys (Students, Parents, Classified and Certificated Staff)
- Site Principals and District Administrators
- Bargaining Units (CSEA, GSMA, and GTA)
- SELPA
- Board Meetings and Town Hall Meetings
- SPAC and District PTA
- Student Voice Panels



# LCAP & ELO Recommendations based on all the Stakeholder Input

It was recommended that we provide

- a focus on early literacy
- targeted interventions
- extended day kindergarten
- block schedules at the secondary
- blended learning
- increased professional development on technology integration
- increased teacher collaboration time
- teacher office hours
- enrichment opportunities
- reduction to combination classes
- smaller class sizes
- summer and Saturday school opportunities
- social emotional learning
- support for mental health
- culturally relevant and responsive education
- increased family engagement opportunities



# Merging Board Priorities and LCAP goals for the 2021-2024 LCAP

## Glendale Unified School District Roadmap to Success

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The LCAP is the District's "Roadmap to Success in Educating the Whole Child" and serves as its Strategic Plan



## **GOAL 1: MAXIMIZE STUDENT ACHIEVEMENT**

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

**ACTION 1. Instruction** *This action includes all the activities, training, and staffing necessary for providing effective, culturally relevant and responsive instruction, assessments, and tiered intervention in core areas of the curriculum.*

**ACTION 2. Instruction-related services (Base)** *This action includes all the activities, training, and staffing necessary for providing effective, culturally relevant and responsive instruction, assessments, and tiered intervention in Special Education, GATE, extracurricular opportunities such as music, arts, sports, and technology, and in expanded learning.*

**ACTION 3. Instruction-related services (Supplemental/Concentration)** *This action includes all the activities, training, and staffing necessary for providing effective instruction, assessments, and tiered interventions that support the unique needs of unduplicated Pupils: low income, English learner, and Foster Youth.*

**ACTION 4. Literacy** *This action addresses the District's focus on and support for early literacy as a strong foundation for success, including all the activities, training, and staffing necessary for effective implementation.*

**ACTION 5. Mathematics** *GUSD will maintain the support for mathematics instruction through instructional coaching and professional development. This action includes activities that support the creation and implementation of appropriate formative assessment tools.*

**ACTION 6. English Learner Support** *GUSD is committed to the success of the English learners through rigorous instruction and monitoring processes. This action includes all the activities and staffing related to identification, instruction, assessment, reclassification, and monitoring of students.*

**ACTION 7. Library/Media education programs** *GUSD provides library aides/multimedia technology specialists to support student access to technology and improved learning opportunities.*

**ACTION 8. College, Career, and Life Readiness** *GUSD strives to prepare students for College, Career, and Life, and to this end this action includes all the activities and staffing that support students in meeting graduation requirements and creating opportunities and access to CTE pathways.*

**ACTION 9. Educational Technology** *In its efforts to close the digital divide, GUSD provides technology access and support, and professional development for effective use of educational technology. This action includes all the activities and staffing necessary for this effort.*

# Roadmap to Success for Educating the Whole Child



## GOAL 2: FOSTER A POSITIVE CULTURE OF LEARNING

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

**ACTION 1. Pupil Services** *GUSD is dedicated to creating a learning environment where every student and family feels connected and supported, and resources and opportunities are equitable. This action includes all the systems and staff that support student attendance and engagement in the learning opportunities.*

**ACTION 2. Health and Wellness Services** *Social Emotional Learning and tiered system of support are at the forefront of all work in GUSD. This action includes all the activities and staffing needed to provide physical and mental health support services for all students in general and special education settings.*

**ACTION 3. Restorative Justice** *Restorative practices is a program that provides all adults and students on campus the opportunity for dialogue, correct the wrong, restore the wrong that was done. This action includes all the activities, training, and staffing needed for effective implementation of this action.*

**ACTION 4. Family Engagement** *In collaboration with the stakeholders, GUSD will develop and implement a robust family engagement program using the California Department of Education's Framework and Toolkit for Family Engagement to support student achievement through partnership with families. This action includes all the activities, training, and staffing needed to establish a meaningful family engagement practice districtwide.*

# Roadmap to Success for Educating the Whole Child



### **GOAL 3: ENSURE THE HEALTH AND SAFETY OF STUDENTS AND EMPLOYEES**

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

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**ACTION 1. Qualified Teachers** *Provide teachers who are fully credentialed and appropriately assigned, including administrators and support staff.*

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**ACTION 2. Instructional Materials** *Provide instructional materials to remain Williams compliant.*

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**ACTION 3. Plant/Maintenance Services** *Provide Facility and Support Operations (FASO) staff, including custodians to provide a clean, safe, and secure learning environment for all students.*

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**ACTION 4. Safety and Security** *This action includes all the activities and staffing that support a safe and secure school campus, including campus security guards, school resource officers, and opportunities through the District's community partners.*

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# Roadmap to Success for Educating the Whole Child



# Expanded Learning Opportunities (ELO) Grant

- Assembly Bill 86
  - authorized by California Legislature on March 5, 2021.
  - EC Section 43522(e) requires that the ELO Grant Plan be adopted at a public meeting of the governing board on or before June 1, 2021.
  - One-time funds (the GUSD allocation is \$17,626,747)
  - Must be spent by August 2022
- Intent of the funding is to:
  - expand in-person instructional time
  - provide academic interventions and pupil supports to address barriers to learning and
  - accelerate progress to close learning gaps
- At least 85% of funds must be spent for providing in-person services for students
- At least 10% must be spent to hire paraprofessionals to provide supplemental instruction prioritizing English learners and students with exceptional needs



# Expanded Learning Opportunities (ELO)

Districts receiving ELO Grant funds under *EC* Section 43521(b) are required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.



# Allowable Expenditures

Funds may only be spent to support implementation of the seven identified supplemental instruction and support strategies:

- Extending instructional time by increasing the number of instructional days or minutes, providing summer school or intersessional instructional programs, or other actions that increase instructional time or services
- Accelerating progress to close achievement gaps
- Integrated supports to address barriers to learning
- Community learning hubs
- Supports for credit deficient pupils
- Additional academic services for pupils
- Training school staff on strategies including trauma-informed practices to engage pupils and families



# GUSD ELO Recommendations

Provide a combination of District and school level services.

- District services include, but are not limited to:
  - summer learning opportunities for elementary schools
  - support for early literacy and acceleration
  - use of paraprofessionals (Education Assistants) to provide targeted support to identified students, including English learners and individuals with exceptional needs
  - use of parent/community liaisons to support schools in building partnerships with families to support the whole child
  - allocate funds to schools for site level planning and decision making
- School level services will be collaboratively planned locally and may include services such as:
  - Rtl Academic interventions
  - On-site licensed SEL support (coordinated with Student Wellness Services)
  - Support for language classes
  - Support for English learners, students who are socio-economically disadvantaged, foster-homeless and/or have special needs
  - Afterschool homework help
  - Increased and extended Afterschool/Saturday School/School Year planned and structured opportunities
  - Other enrichment opportunities (if aligned to intent of funding and intended student groups):
    - GATE/Enrichment programs
    - Art/Music Classes



# Questions from Stakeholders

- The annual updates and the ELO information were shared with all stakeholder groups on May 6 (SPAC), May 7 (District PTA), May 10 (DELAC) and May 17 (Stakeholder Meeting).
- Feedback form for the stakeholder input is available here:  
<https://tinyurl.com/aj7mb45j> (case sensitive) ***Due May 24, 2021***
- Questions and answers will be posted on the GUSD website for public review.
- The 19-20 LCAP & 20-21 LCP annual update is posted on the District website. <https://www.gusd.net/Page/14669>
- The DRAFT of the new LCAP and ELO plans **will be posted for public review.**



Questions?