

Local Control & Accountability Plan (LCAP) Update

District Advisory Committee

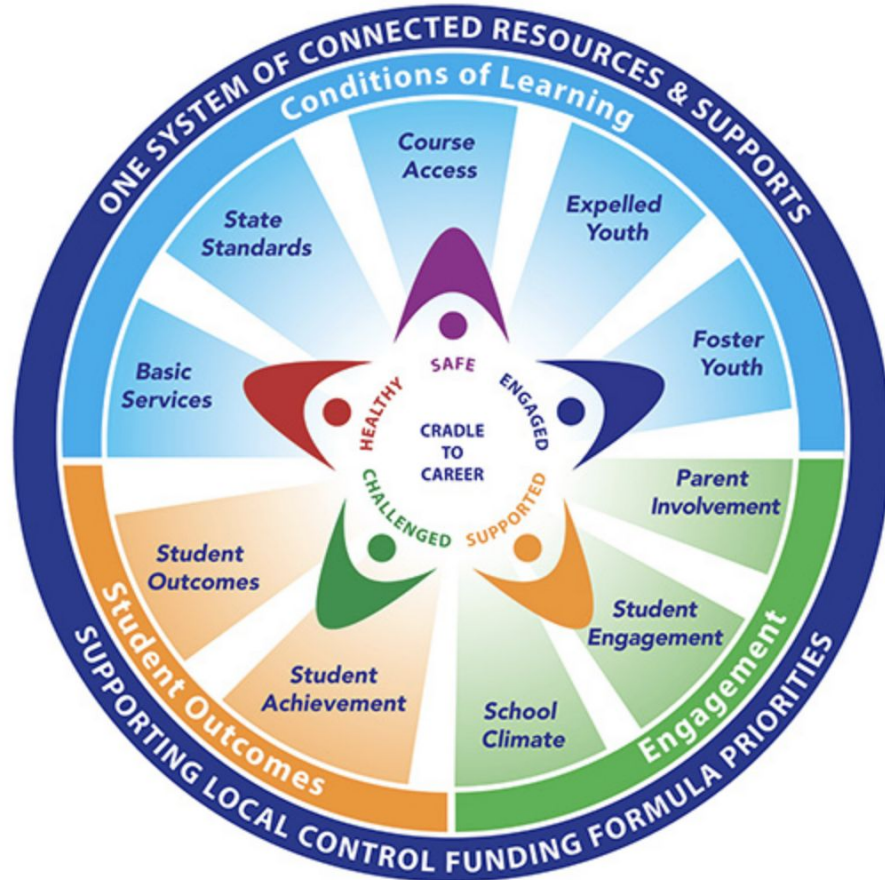
April 22, 2021



Local Control and Accountability Plan (LCAP)

Plan to allocate State funds to improve educational outcomes for all students, with special emphasis on students with high needs:

- Students from low-income households (36%)
- Students learning English as additional language (21%)
- Students who are foster youth
- Students experiencing homelessness





Stakeholder Input

- Cabinet & Leadership
- School Psychologists & Community Liaisons
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- Gifted Education Services Committee
- Learning Center Teachers & COVID Learning Loss TOSAs
- Union Consultation (UTPG & CSEA)
- Directors & Coordinators
- District Leadership #2
- District English Learner Advisory Committee (DELAC) #2
- District Advisory Committee (DAC) #2
- Parent, Teacher & Student Surveys

LCAP GOALS

Attendance

Focus Goal

English Language Development

Broad Goal

Social-Emotional, Behavior

Broad Goal

ELA and Math

Maintenance of Progress Goal



Actions for Goal #1: Attendance

- Utilize Schoolzilla to monitor student attendance, PLC work
- Review & update procedures to notify families of at-risk level attendance or tardy concerns
- Review & update supports for families with at-risk level attendance or tardy concerns
- Implement individual support plans for students with chronic absenteeism
- Connect with County-wide networks, supports, and resources



Actions for Goal #2: English Language Development

- Use of ELLevation to monitor English learner progress (Title III), PLC work
- Leadership and teachers review and utilize ELPAC data to inform instructional planning for designated and integrated ELD, identify essential learning, strategies, assessments in ELD
- Ensure equitable access to school information for families through parent education workshops, translation/interpretation, school-home communication (LCAP, Title III)
- Dual Language Immersion Program at El Camino School (Title III)
- .5 TOSA for ELD professional development & coaching (Title III)
- Psychologists: Typical trajectory of the English learner
- Annual review and update of EL Master Plan



Actions for Goal #3: Social-Emotional, Behavior

- Support continued implementation of Second Step Curriculum, identify essential learning
- Continue access to mindfulness resource with Inner Explorer
- Explore Universal Screening, and collection of progress monitoring data, PLC work
- Pilot Positive Behavior Interventions & Supports (PBIS) at EC, IV, and LP
- Power of Play/UCSB & Tiered playground support
- Support TOSA at La Patera for Multi-Tiered System of Supports (MTSS) Implementation
- Refine multi-tiered system of supports for social, emotional, and behavioral needs, including trauma-informed practices
- Expand restorative justice practices, alternatives to discipline, suspension
- Use Synergy to collect data to monitor site progress



Actions for Goal #4: English Language Arts & Math

- Continue development and implementation of MTSS procedures & PLC work across GUSD, including analyzing student proficiency and growth trends overall and by subgroups
- Develop PLC Site Teams and support PLC implementation with the CA Principal Support (CAPS) Network
- Administer STAR 360 benchmark and progress monitoring assessments in Early Literacy, ELA, and Math, as well as supplemental targeted assessments for phonological awareness, phonics, fluency, and comprehension
- Provide intensive intervention through the Learning Center Teachers (Title I) & COVID Learning Loss TOSAs & Consulting Employees (LCAP)
- Provide continued support to teachers/staff on differentiation and access to gifted education services (.5/.5 Differentiation TOSA)



Actions for Goal #4: ELA & Math (continued)

- Expand Diversity, Equity, & Inclusion (DEI) anti-bias training, conduct Equity Audit, and work with GUSD Social Justice & Equity Task Force to develop long-term plans. Increase cultural representation in school libraries & instructional materials.
- Support school-to-home communication, access to learning, and ability to navigate the school system (community liaisons, social worker, district translator)
- Implement summer learning program for intervention services
- Expand Transitional Kindergarten (TK) as needed to target students at-promise
- Develop technology plan to integrate instructional, equitable access, and cyber-safety needs
- Maintain reduced class size at minimum for schools with >50% unduplicated counts (may have additional considerations as response to COVID-19)
- Increase scholarships for @Afterschool programs for students at-promise



Next Steps in 2021-2024 LCAP Development

- (April) Collect remaining stakeholder input
- (April) Draft LCAP with new template
- (May-June) LCAP draft to Board for input, public comment
- (June) Finalize LCAP



Thank you!

Questions, Comments & Additional Input?