
Glendora Unified School District

Local Control Accountability Plan (LCAP)

2017 – 2020

Executive Summary



The Four Goals

Goal 1 – Student Achievement (Priority 4, 8)

Glendora Unified will incrementally increase student achievement for all students and Unduplicated Pupils (UDP's) by 5% as measured by the state assessment in mathematics and English Language Arts by 2019-2020. It will be Glendora USD's goal to maintain the blue or green status as measured by the state's Dashboard Equity Report in these academic areas. In addition, Glendora USD will focus on increasing the English Learner UDP group from a yellow status to a green status as determined by the Dashboard in both ELA and Math by continuing to show an increase in academic growth. All Glendora USD students will explore college and career interest beginning at the elementary schools and refining their exploration in high school.

Goal 2 – Stakeholder Engagement (Priority 3)

Glendora USD will continue to encourage and provide opportunities to engage all stakeholders. Particular focus will be to engage parents/guardians of our underrepresented youth including, but not limited to, English Learners, Socioeconomically Disadvantaged, Special Education, and Foster Youth. Glendora USD will increase the site-based parent education opportunities (no less than 5), and district-wide parent education opportunities (no less than 3), School Site Council, English Language Advisory groups, District Parent Summits and Academies by sending communication about these events utilizing the All Call System and providing the communications in the district's primary EL languages (Spanish, Arabic, and Mandarin) by 2020. In addition, Parent Education events will be designed to meet the needs of our English Learner population and held in their primary language, if possible. Personal contact will be made to parents of English Learners to invite them to these specially designed events.

Goal 3 – Conditions of Learning (Priorities 1, 2, 7)

Glendora USD will provide appropriate conditions of learning by retaining qualified staff as defined by the state and federal requirements, standard aligned materials, and the maintenance of schools in good repair.

Goal 4 – Student Engagement & School Climate (Priorities 5, 6)

Glendora USD will work to increase student engagement and continually improve the school climate at each campus by gathering student input regarding student athletics, activities, and clubs, and by providing supports through counseling and mental health services, as measured by maintaining high attendance, school connectedness, and graduation rates, and by maintain low dropout rates. Student leadership groups will provide transition and support as students matriculate through the K-12 system through WEB, Link Crew and PAL programs.

Annual Update

2015 - 2016

- Adjusted class size at elementary
- Added Asst. Principal to GHS
- Added Barton assistant to all elementary
- Hired additional counselors to support High School
- Provided professional development and release time for staff
- Provided additional resources for intervention before, during, and after school
- Increased health clerk hours and nursing staff
- Increased library clerk and custodial hours
- Increased special education staff
- Added mental health coordinator
- Provided parent academies, parent night and family nights
- Increased technology support at schools
- AVID training for staff
- Additional staff development days
- Funding for credit recovery for high school students

2016-2017

- Educational Technology Position
- Reinstatement of technology stipend at elementary
- 3-hr tech support/computer aide at each elementary
- Parent Education for newcomers
- Reinstatement of Educational Services confidential position
- Increase technology training at schools
- Solidify the identified 5-6 CTE pathways at GHS
- Staff Development Days
- Language Liaison for the District
- Additional counselor to support elementary
- Explore ways to secure campuses
- Mental Health/CPR/AED training
- Reinstatement of remaining custodial hours
- Hand dryers and improved soap products in student restrooms
- Allocate funds for repair and replacement of aging technology and maintenance
- Increase sections of AVID
- Naviance Licenses for 9-12

Stakeholder Engagement & Input 2016 – 2017

Stakeholder Committee: the Glendora USD convened a 35 person stakeholder group that consist of 3 bargaining unit members from both our classified and certificated groups, an elementary, middle, and high school teacher and site administrators from each level, 10 parents representing English Learners, special education, socioeconomically disadvantaged, and Parent Advisory (PTA Council), 3 students, 3 district leadership, the superintendent, bilingual assistants, teacher on special assignment, 2 community members, and 2 board members. The stakeholder group met on three occasions. On January 9, March 13, and April 25, 2017. The committee reviewed annual data, stakeholder themes, gave input, and reviewed the LCAP draft for changes.

Thought Exchange Survey: The district sent out a survey link through ThoughtExchange to our entire school community including all staff, students, parents and community members. There were 965 individuals who provided comments/thoughts related to the work being done in the district with over 11,000 stars placed on those comments to provide areas of priorities.

Focus Groups: During January-March., meetings were held in small groups with parents of English Language Advisory Group. These small group meetings were held in English, Spanish, Mandarin, and Arabic and represented parents from SES and Foster Youth UDP's. Student groups were held at four locations to get a cross-section of students from our school community during the school day and immediately following the school day. Approximately 100 students participated in the meeting and represented all UDP groups as well as leadership groups and special education. The students were actively engaged in discussions around the eight state priorities and provided unique perspective and insight on student needs. On January 20th, the consultation meeting was held with our teacher's bargaining unit to get their input on the eight state priorities and the district held the consultation with our classified staff on February 17th for the same purpose.

Parent Advisory Groups: On April 6, 2017 the Superintendent's designee met with the Parent Advisory Groups and shared the draft LCAP and gathered their input on the draft. On April 25, the Superintendent's designee met with the DELAC and shared the draft LCAP which reflected the input from the small group meetings earlier. At both the Parent Advisory and DELAC meetings parents asked additional questions to gain clarifications around the document. They felt the document reflected the input provided at earlier meetings and there were not additional comments that required the superintendent to respond to in writing.

Data: The data reviewed at all meetings included a PowerPoint on District level data related to the 2014-15 data, survey themes from our entire school community through ThoughtExchange, EAP data, A-G data, CHKS data, AP results and test numbers, CELDT data, graduation rates, and attendance rates. Data that could be disaggregated further to look at the UDP's and SPED groups were broken down to compare to the whole for the committee. Dashboard data was shared with the stakeholders at the April meeting as an introduction to the new growth model that state is transitioning to and what the colors mean in relation to the data we have already reviewed. The input provided by all groups was sorted into themes by frequency. This data is what drove the actions/services updates and modifications to the LCAP.

Identified Themes 2016 – 2017

Stakeholders

- Facilities
- Technology (infrastructure and education)
- Fields and Grounds
- Intervention (homework, tutorials, teacher specialists)
- Student Wellness and Engagement
- English Learner Support
- Student Activities
- Student Discipline Systems
- Curriculum & Instructional Supplies
- College Readiness (expanding AVID)
- Professional Development

Thought Exchange

- What is working:
 - Teachers and Staff (3066 Stars)
 - Communication (1916 Stars)
- Top Concerns
 - Technology (1851 Stars)
 - Facilities & Infrastructure (982 Stars)

GOAL 1 – STUDENT ACHIEVEMENT ACTIONS & OUTCOMES

I. What we *expect to see* by 2020 (Expected Annual Measurable Outcomes):

- a. Growth on SBAC ELA: Increase of 5% for all students and for all UDP student groups and SWD
- b. Growth on SBAC Math: Increase of 5% for all students and for all UDP student groups and SWD
- c. EL Reclassification Rate: Increase of 2.7% to 17%
- d. Progression towards English Proficiency on State Assessment: Increase of 5% to 45%
- e. Advanced Placement Passage Rate: Maintain or increase at 74%
- f. College Readiness according to EAP: Maintain or increase at 83% ELA and increase to 63% Math
- g. A – G or CTE Pathway Completion: Increase 5% to 66%
- h. CA Dashboard for Both Student Achievement Indicators: Maintain or Increase all student groups to Green

II. What we *plan to do* by 2020 (Actions and Services): *Italicized indicates use of Supplemental Grant.*

- 1.1 Ensure that data drives instructional decisions, using district-wide data systems
- 1.2 *Provide ongoing support for Advanced Placement courses, ensuring access to such courses for all students, and scaffolding for underrepresented students in these courses.*
- 1.3 Provide access to high-quality vocational and career technical education according to the Standards of Career-Ready Practice.
- 1.4 *Provide a program for adult students to complete high school diploma requirements, increase English language fluency, and increase skills in career technical pathways leading to post-secondary college and/or careers.*
- 1.5 *Sustain a clearly articulated Response-to-Intervention model at each school, in which intervention occurs within and beyond the school day for district targeted populations.*
- 1.6 *Maintain English Learner (EL) stipend positions at each school site to support EL Instruction.*
- 1.7 *Provide professional development and training on ELD standards, assessment, and instructional strategies.*
- 1.8 *Provide an extended school year program for EL and students identified at risk K-7*

- 1.9 *Provide paraprofessionals to deliver primary language support for EL students*
- 1.10 *Provide supplemental instructional materials for ELD instruction, as necessary.*
- 1.11 *Provide a program for credit recovery for high school seniors for on-time graduation*
- 1.12 *Implement Growth Mindset-based interventions at both middle schools and sustain if shown to have success*
- 1.13 *Add Reading Intervention Specialists K-5 starting with elementary sties with greatest UDPs as funding allows*
- 1.14 *Maintain classified staff at each K-5 school to coordinate the Barton's Reading program.*
- 1.15 *Maintain full-time counselor at GHS to monitor the D/F list and develop improvement plans for progress*
- 1.16 *Maintain Assistant Principal at Glendora High School to oversee and work with staff to support the UDP's at the comprehensive high school to provide early intervention and supports.*
- 1.17 *Maintain the increase in counselors at the comprehensive high school by 0.5% and the alternative high school to 1 FTE to better support all students.*
- 1.18 *Provide additional hours during tutorial and after school for translators to be available to support EL students in their academic classes.*
- 1.19 *Provide additional hours for homework clubs/ support at each school site before or after school for UDP's.*
- 1.20 *Continue to provide Naviance licenses for students in grades 6-12, to foster college and career readiness district wide, allowing students to identify their strengths and exploration of college and career options.*
- 1.21 *The district will strengthen its relationship with ESGVROP in order to provide career technical education pathways for high school students with a high interest in vocational careers*

GOAL 2 – PARENT ENGAGEMENT ACTIONS & OUTCOMES

I. What we expect to see by 2020 (Expected Annual Measurable Outcomes):

- a. District-wide Parent Education Nights: Minimum of 3
- b. Site-level Family Night Events: Minimum of 3 per site (27 total)
- c. Translators for District & Site Level Events: Minimum of 10 translated events
- d. Use of All Call System: Minimum of 2500 calls per year
- e. Parent Education Events in Primary Language: Minimum of 1 in each of the district's highest primary languages: Spanish, Mandarin, & Arabic
- f. Participation in decision-making groups DLAC, PAC, LCAP Advisory: Increase to 40 participants

II. What we plan to do by 2020 (Actions and Services): *Italicized indicates use of Supplemental Grant.*

- 2.1 The district will use the All-call system to keep parents informed and notified of all emergency situations, using texts and emails when appropriate to reach as many contact points as possible, and translated when appropriate. Technology infrastructure will be kept updated to keep current with this strategy.
- 2.2 *The district will continue to implement parent academies in the area of college and career readiness as well as other areas as need is demonstrated through survey or student input, including a K-12 College Night with childcare and oral translation provided.*
- 2.3 *School sites will continue to implement family nights and events for the purpose of engaging families and meeting family needs within the local school community, including parent education that addresses what is different about school in the 21st century. Childcare and oral translation will be made available for parents who need these services.*
- 2.4 *The district will actively encourage participation of parents of EL students in school and district events by consistently provide parent education and notification materials and letters in the primary language of the parents, using formatting that increases parent access and understanding, and by informing Spanish Speaking parents that oral translation is available at the district office.*

GOAL 3 – CONDITIONS OF LEARNING ACTIONS & OUTCOMES

I. What we *expect to see* by 2020 (Expected Annual Measurable Outcomes):

- a. Adoption of Standards-Aligned Materials: Investigate, pilot & adopt according to state timelines for NGSS, and History/Social Science.
- b. Schools in Good Repair: Maintain at 9/9 schools in good repair
- c. Rate of Teacher Misassignment: Maintain at 0%
- d. Student Access to Standards-Aligned Materials: Maintain at 100%

II. What we *plan to do* by 2020 (Actions and Services): *Italicized indicates use of Supplemental Grant.*

- 3.1 The district will pilot, adopt, and implement NGSS and History/Social Science if ready and available.
- 3.2 The district will increase technology and infrastructure, but separate from replacement costs.
- 3.3 *The district will provide ongoing professional development to facilitate the implementation of CCSS and NGSS K-12 with a focus on how to support the UDP groups, and including training in new technologies.*
- 3.4 The district will recruit and retain qualified teachers and staff members, by supporting new teachers and administrators through access to induction programs, and ensuring adequate staffing ratios.
- 3.5 *The district will foster a culture of collaboration by providing structured time for vertical, horizontal, and cross-curricular articulation, using topics driven by the needs of students in UDP's and other groups.*
- 3.6 *The district will provide additional custodial, technical, health services, and clerical support as needed to provide for optimal conditions of learning for all students, restoring hours as appropriate.*
- 3.7 The district will ensure that bathroom facilities are safe, clean, and adequately supplied, adding hand dryers at secondary schools and improving the quality of soap products.
- 3.8 The district will ensure that all classrooms will be adequately equipped with furniture that is clean, safe, and adequately sized.

- 3.9 The district will ensure that its facilities are adequately maintained, safe, clean, and in good repair, including field and playground areas and parking lots.
- 3.10 *The District will provide supplemental targeted curriculum that scaffolds to CCSS for under-achieving populations.*
- 3.11 *The District will provide professional development that includes strategies for universal access to CCSS for targeted populations of students.*
- 3.12 *The District will retain teachers on special assignment to coordinate and provide leadership for English Learners, Gifted and Talented students, and AVID students which in some groups include foster youth.*
- 3.13 *The District will promote the safety and security of all campuses by providing a School Resource Officer (SRO) and crossing guards.*
- 3.14 GUSD will maintain an Educational Technology specialist to support technology integration and student achievement. In addition, the position will support School to Career pathway development 6-12.
- 3.15 GUSD will maintain its membership in the Foothill Induction Program and teacher reimbursement policy.
- 3.16 The district will recruit and retain qualified SPED teachers and staff members, ensuring adequate staffing for at-risk student supports and UDP populations.
- 3.17 The district will allocate funds for repair and replacement of aging, damaged, and/or obsolete equipment.
- 3.18 The district will provide supplemental materials and resources in Science to support the transition to NGSS, K-12.
- 3.19 The district will allocate funds to provide secure campuses that address site needs, i.e. fencing, gates, exterior cameras, and/or additional support staff as needed.
- 3.20 The district will improve track and fields for athletics at high school campuses.
- 3.21 *The District will extend library hours beyond the school day to provide access to students*

GOAL 4 – STUDENT ENGAGEMENT AND SCHOOL CLIMATE ACTIONS & OUTCOMES

I. What we *expect to see* by 2020 (Expected Annual Measurable Outcomes):

- a. District-wide Attendance Rate: Increase to 97%
- b. Middle School Dropout Rate: Maintain at 0%
- c. High School Dropout Rate: Maintain at less than 1%
- d. High School Graduation Rate: Maintain at 98%
- e. Chronic Absenteeism Rate: Maintain at less than 6%
- f. Suspension/Expulsion Rate for All Students: Maintain at less than state rate of 4.4% and 2.2% respectively.
- g. Student Participation in Leadership Programs: Maintain or increase participation at baseline.
- h. School Connectedness Indicator on CHKS: (Data collected in 18-19) Maintain or increase for grades 7, 9,11
- i. California Dashboard Suspension Indicator: Increase to Green for all student groups

II. What we *plan to do* by 2020 (Actions and Services): *Italicized indicates use of Supplemental Grant.*

- 4.1 The district will support site based student incentive programs that encourage good attendance, behavior, and study habits.
- 4.2 *The district will provide access to courses in STEAM pathways and enrichment programs for all students, and will actively recruit under-represented students for these programs.*
- 4.3 The district will provide a robust arts program district-wide, including access to vocal and instrumental music, and visual and performing arts, as well as digital arts.
- 4.4 The district will continue to foster a robust program for gifted and talented education, including building and sustaining partnerships for student enrichment.
- 4.5 *The district will actively foster programs that support student connectedness, including WEB, Link Crew, mental wellness programs.*
- 4.6 Provide opportunities for staff to maintain their CPR training by offering a CPR class twice a year.
Provide training and purchase AED equipment for remaining school sites

- 4.7 *The District will increase sections in the AVID program as needed for identified middle and high school students and will implement an AVID Elementary Program at two elementary sites in 17-18, increasing to other elementary sites through 19 - 20 as funding allows.*
- 4.8 *The District will increase opportunities for students to have access to school counselors and mental health supports at all grade levels for guidance, support and mental well-being, to increase school connectedness and success.*
- 4.9 *Provide professional development related to current mental health trends and conditions as a means of supporting and engaging challenging students.*
- 4.10 *Implement Positive Behavior Intervention and Supports (PBIS) district wide to provide a systematic support student for UDP's and student at-risks.*
- 4.11 *The district will actively foster programs that support student connectedness through the arts, and athletics.*

Glossary of Acronyms:

UDP	Unduplicated Pupils	STEAM	Science, Technology, Engineering, Arts, and Mathematics
EL	English Learners	CPR	Cardio Pulmonary Resuscitation
SWD	Students with Disabilities	AED	Automated External Defibrillator
SES	Socioeconomically Disadvantaged	PBIS	Positive Behavior Intervention & Supports
FY	Foster Youth	CA Dashboard	www.caschooldashboard.org
SBAC	Smarter Balanced Assessment Consortium	WEB	Where Everyone Belongs
ELA	English Language Arts	PAL	Peer Assistance League
EAP	Early Assessment Program	CHKS	California Healthy Kids Survey
CTE	Career Technical Education	SPED	Special Education
ELD	English Language Development		
FTE	Full Time Equivalent		
ESGVROP	East San Gabriel Valley Regional Occupational Center		
CCSS	Common Core State Standards		
NGSS	Next Generation Science Standards		
AVID	Advancement Via Individual Determination		
GATE	Gifted and Talented Education		
STEM	Science, Technology, Engineering, & Mathematics		

