

GUSD Local Control Accountability Plan (LCAP)

Annual Update

March 2020

Local Control Accountability Plan 2019-2020

- Review of Annual Update

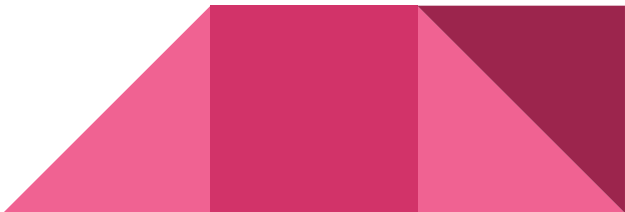
Part of the LCAP, includes annual measurable outcomes and estimated expenditures

- Mid-year progress report on key actions

An opportunity for a status check based on mid-year data



Gilroy Unified LCAP Goals

- **Goal 1:** Provide high quality instruction and 21st century learning opportunities to ensure college and career readiness
 - **Goal 2:** Provide equitable support for all learners
 - **Goal 3:** School culture and engagement
 - **Goal 4:** Ensure high quality teachers, paraeducators and classified staff
 - **Goal 5:** Ensure equitable and well-maintained facilities
- 

Goal 1:

Provide high quality instruction and 21st century learning opportunities to ensure college and career readiness and 21st century skills for all students

Expected Annual Measurable Outcomes Goal 1

Metrics/Indicators	Expected	Actual
CAASPP ELA % Met/Exceeded	52%	48%
CAASPP Math % Met/Exceeded	44%	41%
UC/CSU A-G Ready	50%	51%
Bright Bytes -- Collaboration	75%	58%
Bright Bytes -- Communication	25%	19%
Bright Bytes -- Critical Thinking	50%	43%
Healthy Kids Survey -- Adults w/High Expectations (Very true/Pretty much true)	75%	TBA
CC Observation Tool Usage	100%	50%
CC & ELD Material Availability	100% All	100%
Course Access for SWD students	Review data to create a baseline of students currently on a Certificate of Completion pathway	Approximately 2% of students with an IEP are on a Certificate of Completion Pathway

Professional development

Key Highlights-

- Addressing differentiated needs through targeted focus areas
- Personalized learning pathways at secondary
- Additional social emotional training



Elementary Staff Development Schedule

Participants	Session I (AM Session)		Session II (PM Session)
TK	Mandatory Session Classroom Practices in Action "Exploring Tier 2 Behavioral Interventions in the Classroom" Location: Rod Kelley (MPR)	Lunch	Russell Taranto - El Roble TK Teacher Location: ADB (Rm TK1)
K-2 & All RSP	Mandatory Session Classroom Practices in Action "Exploring Tier 2 Behavioral Interventions in the Classroom" Location: Rod Kelley (MPR)	Lunch	Choose (1) Session Choice 1: Trauma Informed Care (Rm 23) Choice 2: Differentiation in the Classroom (Depth & Complexity) (Library) Choice 3: Benchmark Advance - Reading & Writing Mini Lessons (Rm 15) Choice 4: Bridging the Gap in Reading (Rm 25) Location: ADB
3th - 5th & ED	Choose (1) Session Choice 1: Trauma Informed Care (Rm 23) Choice 2: Academic Vocabulary (Rm 27) Choice 3: Differentiation in the Classroom (Depth & Complexity) (Library) Location: ADB	Lunch	Mandatory Session Classroom Practices in Action "Exploring Tier 2 Behavioral Interventions in the Classroom" Location: Rod Kelley (MPR)
Lit Facilitators	Benchmark Universe Assessment & Data Location: ADB (Rm 15)		Choose (1) Session Choice 1: Trauma Informed Care (Rm 23) Choice 3: Differentiation in the Classroom (Depth & Complexity) (Library) Choice 3: Benchmark Advance - Reading & Writing Mini Lessons (Rm 15) Choice 4: Bridging the Gap in Reading (Rm 25) Location: ADB
GLAD Training 4th and 5th Grade ~ Eliot and El Roble ONLY 8:00 - 3:15pm (FULL DAY) Location: ADB (Rm 1)			
GAIM Teachers 4th/5th	GAIM Training (4th & 5th GAIM Teachers Only) Trainer: Kristen Sarginger Eliot & El Roble NOT included Location: ADB (Rm 17)	Lunch	Mandatory Session Classroom Practices in Action "Exploring Tier 2 Behavioral Interventions in the Classroom" Location: Rod Kelley (MPR)

GUSD Secondary Staff Development Schedule

Choose either one Session I and one Session II OR a Half Day Session

Session I 8:30 - 10:05	EL Support <i>Removing Barriers</i> Rm D-17	Technology <i>Digital Storytelling</i> Rm D-23	Breakout EDU <i>(Problem Based Instruction)</i> Rm D-10	Half Day 8:30 - 12:00	Trauma Informed Care Rm D-18 Info/Flier	Inclusive Practices <i>Building a Welcoming Culture in Your Classroom</i> Rm D-19	Gizmos <i>Expanding the Gizmo Experience</i> Rm Library	CTE Teachers Rm H-7	PE Teachers Rm GYM
Session II 10:25 - 12:00	EL Support <i>Removing Barriers</i> Rm D-17	Technology <i>Differentiating Reading Digitally</i> Rm D-23	Breakout EDU <i>(Problem Based Instruction)</i> Rm D-10						

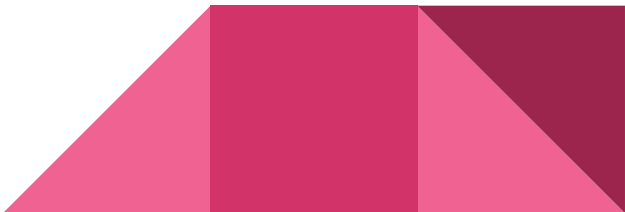
Lunch 12:00 - 1:00

Choose One Session Below

Session III 1:00 - 3:00	PLCs <i>Setting Norms</i> Rm D-17	Technology <i>Differentiating Reading Digitally</i> Rm D-23	ALD Teachers Rm C-8	Academic Supports Grouping, stations, menus, rotations, quick scoring Bring a smartphone and laptop, and your current unit of study Rm D-21	Using Data <i>EADMS (IOS) Creating Tests & Assessments</i> Rm D-16	Gizmos <i>Collaboration & Curriculum Development</i> Rm Library	IEPs <i>Gen Ed Teachers in the IEP Process</i> Rm D-24
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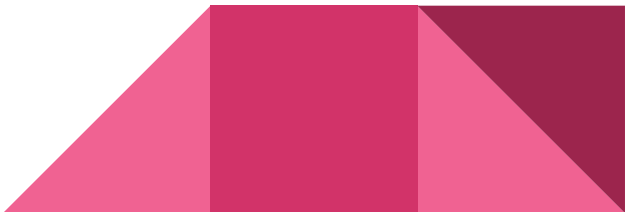
Supporting effective instruction

Key Highlights-

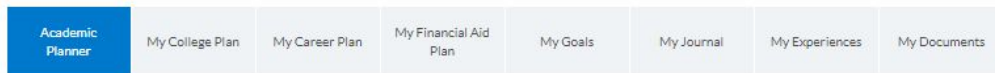
- Classroom observations / walk-throughs
 - Collaborative instructional rounds
 - Trend data analysis
 - Targeted professional development
 - Peer observations
 - Coaching and support
 - Evaluation process focused on professional growth
 - General Ed-Special Ed collaboration
- 

Prepare students for college & career opportunities

Key Highlights-


- 97% of 6th-12th grade students have a California Colleges account
 - PSAT at grades 8 and 10
 - CTE pathways and course access
 - A-G Completion increase -- 48% (2018) to 51% (2019)
 - Increased college courses on high school campus
- 

Preparing for College or Career



CSU uses three factors to determine eligibility—graduation from high school, completion of "a-g" courses, as well as grades achieved in a-g courses and test scores on college entrance exams. The Eligibility Tool below includes your completed and enrolled courses (uploaded by your school district) and measures your progress towards meeting the "a-g" requirements for CSU.






CSU GPA

You are currently meeting the minimum GPA requirement of 2.0 or above. Your CSU GPA reflects "a-g" coursework submitted by your school district completed in 10th, 11th, and 12th grades, including the summers following 9th, 10th, and 11th grades.

Courses that have UC Honors Approved under the title are approved as honors in the UC CMP database. Eligible courses receive an extra one point in the CSU GPA calculation.

Your CSU GPA is based on CSU guidelines. [Learn more here.](#)

Transcript data most recently submitted on 01/17/2020



Your "a-g" Progress for CSU

You are making good progress towards completing both your total years of "a-g" courses and subject area courses for your grade level.

Based upon successful completion of coursework this term, you are on target to meet CSU eligibility, but you must complete your current coursework with a C- or better.

The CSU Eligibility Tool helps you track your progress toward meeting eligibility for CSU by listing required coursework on the far left and comparing it to your completed and enrolled coursework. To ensure you stay on

					0th Grade	10th Grade	11th Grade	12th Grade
					<div>Verified "a-g" course with a grade of C- or better</div> <div>Verified "a-g" course with a grade of D or lower</div> <div>Not a verified "a-g" course</div> <div>Course listed as "a-g" by school, but not found in UC CMP database</div> <div>Enrolled or planned courses</div> <div>Subject area has been satisfied</div>			
A. History / Social Science 2 years required 1 year completed Disciplines have not been met.						<div>AP World Hist S1 2018-19 UC Honors Approved Completed</div> <div>B</div> <div>AP World Hist S2 2018-19 UC Honors Approved Completed</div> <div>B+</div>		
B. English 4 years required 3.5 years completed Disciplines have not been met.					<div>English I (H) S1 2017-18 Completed</div> <div>A</div>	<div>English II (H) S1 2018-19 Completed</div> <div>A-</div>	<div>AP EngLang Comp S1 2019-20 UC Honors Approved Completed</div> <div>B</div>	
					<div>English I (H) S2 2017-18 Completed</div> <div>A</div>	<div>English II (H) S2 2018-19 Completed</div> <div>A</div>	<div>AP EngLang Comp F 2019-20 UC Honors Approved Enrolled</div>	
C. Mathematics 4 years required 3 years completed 3.5 years completed					<div>Math Ia (H) S1 2017-18 Completed</div> <div>A-</div>	<div>Math Ib (H) S1 2018-19 Completed</div> <div>A-</div>	<div>Math IIIa (H) S1 2019-20 Completed</div> <div>C</div>	
					<div>Math Ia (H) S2 2017-18 Completed</div> <div>A-</div>	<div>Math Ib (H) S2 2018-19 Completed</div> <div>A-</div>	<div>Math IIIa (H) F 2019-20 Enrolled</div>	

Interest Profiler on California Colleges



Matching Careers

About

You have been matched with careers based on your Interest Profile. Review your results list below to find your best match.

Your Interest Profile



Don't see a career you are interested in?

[Career Search Page](#)

Compare Career

< 1 2 3 4 5 >

Compare 2 Careers	Career	Education Level	Annual Salary	Your Match	Favorite
	Advanced Practice Psychiatric Nurses	Master's Degree First Professional Degree Doctoral Degree	\$ 71,730	★★★★★	♥
	Agricultural Sciences Teachers, Postsecondary	Doctoral Degree Post-Doctoral Training Master's Degree	\$ 84,640	★★★★★	♥



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COLLEGES .edu
DISCOVER. PLAN. LAUNCH.

Use your journal to reflect about your past, make connections to the present, and gain clarity on your future. Add to your journal at any time and edit or delete any entry you start yourself. Your counselor or teachers can see all of your journal entries and may also assign you journal prompts - when that happens, follow the directions carefully. Once you respond to their prompts, you can edit, but not delete your responses.

#5: What do you think you need to succeed in the courses you have selected? Who are the people in your life that can help you succeed?

#4: What was different about taking the Mindset Quiz the second time? Was your score different or the same? Why do you think that is?

Title

Assigned to Me


Date: 10/06/2017

#5: What do you think you need to succeed in the courses you have selected? Who are the people in your life that can help you succeed?



Goal 2:
Provide equitable support for all
learners

Expected Annual Measurable Outcomes Goal 2

Metrics/Indicators	Expected	Actual
CAASPP ELA % Met/Exceeded	53%	48%
CAASPP Math % Met/Exceeded	44%	41%
% Meeting A-G Requirements	50%	51%
% Ready/Cond -- EAP in ELA (Juniors) 	62%	54%
% Ready/Cond -- EAP in Math (Juniors)	35%	30%
% of Sophomores Passing Math II 1st Sem or higher	82%	76%
AP Pass Rate	48%	44%
F&P 1st grade meeting Spring target	68%	70%
STAR Reading mid-year 2nd-5th	50%	TBA
Math Benchmarks mid-year -- Grades 1-5	55%	TBA
Math Benchmarks mid-year -- Grades 6-8	32%	TBA

Establish strong language and literacy foundation

Key Highlights-

- New position - Administrator of Intervention and Enrichment
- Use of diagnostic reading assessments K/1 (Fountas & Pinnell)
 - 50% of 1st graders on track to reach end of year proficiency
- Small group instruction focus at elementary
- Lexia as Alternative Support (670 students)
- Middle school support and enrichment period
 - Support and Enrichment Instructional Specialists



Support students to complete A-G requirements

Key Highlights-

- Math II -- 76% of 10th graders passed 1st Semester
- Math III -- 78% of 11th graders enrolled
- MAP reading assessment 9th/10th (Spring 2019)-- 65% of students At/Above grade level
- Options for Credit Recovery during the school year



Support school personnel to monitor student progress and focus on student outcomes


Key Highlights-

- CAASPP Interim Assessments
- Monitoring of EL student progress
- Data analysis and teacher collaboration

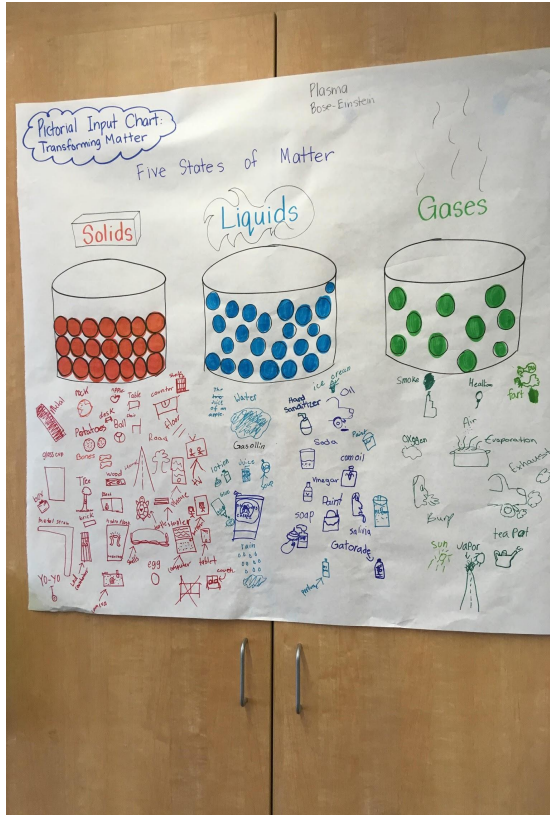


Effectively address the needs of English Learners in all classrooms

Key Highlights-

- Secondary- Four early release days focusing on classroom strategies to support English Learners
 - EL specialists
 - Professional development for designated and integrated ELD
 - GLAD (Guided Language Acquisition Development) training at five elementary school sites
- 

SEAL



What's My Property?

Item Description	Color?	Hardness?	Magnetic Force?	Solubility
1 Soap	white	it's soft	it's not	it will dissolve
2 Glue	purple	is not soft	it is not magnetic	it will dissolve
3 Ice	clear	it is not hard	it is not magnetic at all	it will also dissolve
4 Magnetic Highlighter	Green	it is hard	it is not	I hope
5 Ice container	purple/clear	it is hard	it is not	maybe



Should schools step in when cyberbullies strike?

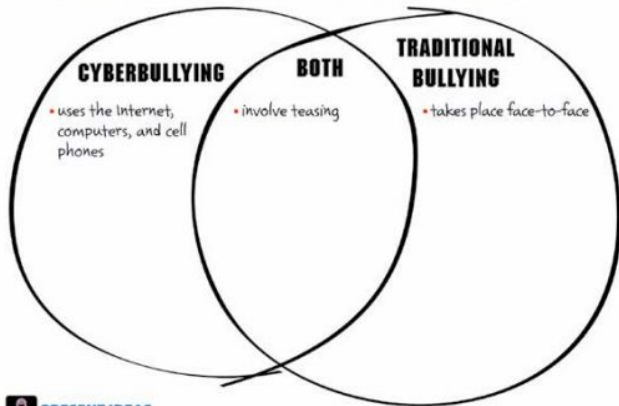


BUILD KNOWLEDGE

Read and respond to the Data File (Issues, p. 16).

BRAINSTORM IDEAS

List similarities and differences between cyberbullying and traditional bullying.



PRESENT IDEAS

Use the frames to share ideas with your small group.

- One (similarity/difference) between cyberbullying and traditional bullying is _____.
- Cyberbullying _____ while traditional bullying _____.

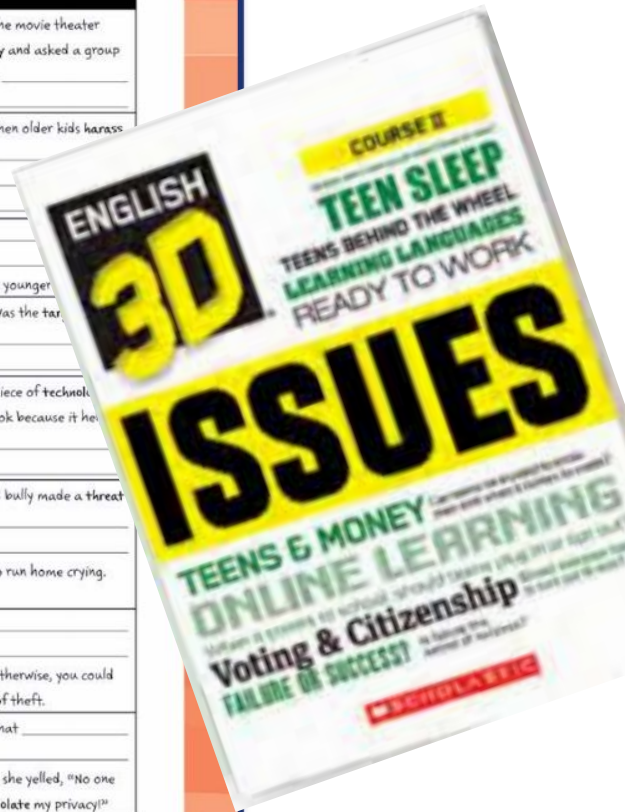
Words to Know



BUILD WORD KNOWLEDGE

Rate your word knowledge. Then complete the chart for each topic-related word.

	① Don't Know	② Recognize	③ Familiar	④ Know
Word to Know	Meaning	Example		
authority noun ① ② ③ ④	the official right or power to _____	The manager of the movie theater used her authority and asked a group of loud teenagers _____		
harass verb ① ② ③ ④	to frequently _____ and make his or her life unpleasant	I become angry when older kids harass younger ones by _____		
responsible adjective ① ② ③ ④	having a duty to _____ or look after something or someone	When _____ responsible for my younger _____		
target noun ① ② ③ ④	someone or something that is chosen	The new student was the target of _____		
technology noun ① ② ③ ④	the use of _____ to do everyday tasks	My favorite new piece of technology is my digital notebook because it helps me to _____		
threat noun ① ② ③ ④	a statement that expresses the possibility that something _____	The neighborhood bully made a threat against _____ and caused him to run home crying.		
victim noun ① ② ③ ④	a person who has been injured or _____	You should _____; otherwise, you could become a victim of theft.		
violate verb ① ② ③ ④	to do something that makes someone feel _____	When Tanya saw that _____ she yelled, "No one has the right to violate my privacy!"		





Goal 3: School Culture and Engagement

Student Engagement

Key Highlights-

- Support for truancy and SARB
- Chronic absenteeism- data Chronic absenteeism rate tracked monthly- 11.7% for 2018-19 (10.8% for 2017-2018)



Expected Annual Measurable Outcomes Goal 3

Metrics/Indicators	Expected	Actual
Attendance Rate	95.2%	TBD
Chronic Absenteeism Rate	10%	11.7%
Homeless Chronic Absenteeism	30%	34.4%
Cohort Dropout Rate	3.5%	4.7%
Cohort Graduation Rate	Maintain over 90%	92.1%
Middle School Dropout Rate	0%	0%
Suspension Rate	4.5%	5.1%
Special Ed Suspension Rate	8%	8.5%
Expulsion Rate	Reduce to 0.1%	0.15%
HKS Caring Relationships: Adults in School (Agree/Strongly Agree)	NA (60%)	TBA
HKS School Connectedness (Agree/Strongly Agree)	NA (56%)	TBA
Parent Engagement	Identified Measurables School Linked Services, Neighborhood Safety Unit & other district Family engagement one-time workshops offered/ # attended School Linked Services & other district Family engagement series offered/ # attended	Identified Measurables School Linked Services, Neighborhood Safety Unit & other district Family engagement one-time workshops offered/ # attended School Linked Services & other district Family engagement series offered/ # attended
School-wide PBIS Implementation Average - Self-Assessment Survey	71%	N/A
School-wide PBIS Implementation Average - Tiered Fidelity Inventory	63%	
District-wide PBIS Implementation Self-Assessment	33%	N/A

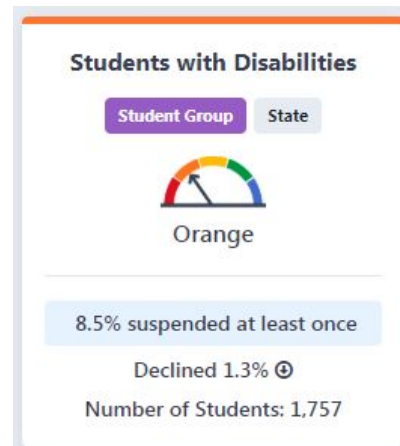
School Climate

Suspension data

- 5.1% in 18-19, reduced from 5.5% in 17-18

PBIS and other positive school climate

- Professional development strands included Trauma Informed Care, Preventative Classroom Practices
- Continued PBIS training



Positive school climate

Glen View, theater production

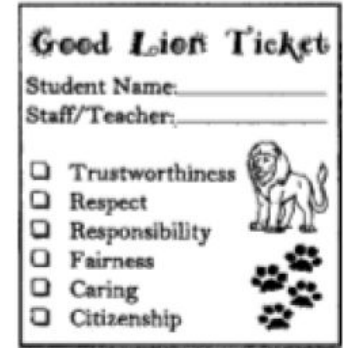


Character Counts- the six pillars:

- Trustworthiness
- Respect
- Responsibility
- Fairness
- Caring
- Citizenship

Eliot good behavior ticket

Expectations for South Valley Tigers



Positive school culture at Luigi Aprea



Expectations at Brownell
The Bruin Way





Goal 4: High Quality Staff

Expected Annual Measurable Outcomes - Goal 4

Metrics/Indicators	Expected	Actual
% of teachers appropriately credentialed	100%	100%
Evaluation Instrument	Continue pilot of new Evaluation instrument	Continued pilot of new Evaluation instrument

Support for New Teachers

Key Highlights-

- Online induction model through Riverside County Center for Teacher Innovation
- Academic Coach support, PD for new teachers
- Recruitment and retention



Recruitment and Retention





Goal 5:
Ensure equitable and well
maintained facilities

Expected Annual Measurable Outcomes- Goal 5

Metrics/Indicators	Expected	Actual
Williams report	No complaints regarding facilities	No complaints regarding facilities
Routine Restricted Maintenance Match-LCFF Base funding	3%	3%

Action	Location	Cost
Playground Wood Infill	Las Animas	\$3,500
Playground Equipment Repairs	Multiple	\$39,000
Asphalt and Concrete	Multiple	\$190,000
Security Cameras	Multiple	\$15,000
Flooring Replacement	Multiple	\$86,116
Roof and Gutter Repairs	Multiple	\$51,295
MPR Lunchtable Repairs	Multiple	\$14,500
Gym Floor Refinish	CHS	\$38,625
Underground Gas System Repairs	Multiple	\$12,000
Stadium Turf & Track Service & Repairs	GHS & CHS	\$27,000
Security Gate and Fence Repairs	Multiple	\$72,000
Weed Abatement EPA Exempt Spray	Multiple	\$12,000
HVAC Repairs/Replacements	Multiple	\$72,000
Bird Exclusion Animal Control	Multiple	\$35,000
Stadium & Exterior Lighting Repairs	GHS & CHS	\$34,000

Next Steps

Stakeholder input and data analysis

Develop new LCAP/ adjust actions

Guidance from SCCOE

Present DRAFT LCAP to Board

Board approval of Budget and LCAP June 2020

SCCOE review and approval

