

# Local Control Accountability Plan (LCAP) Update: Dashboard Local Indicators

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# Background

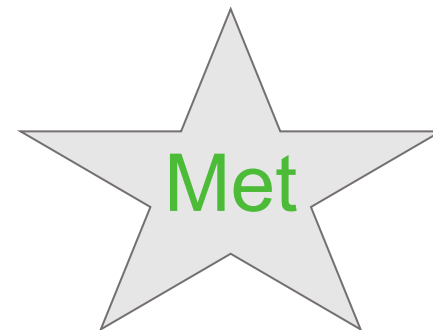
- The Local Educational Agency (LEA) determines whether they have met the standard for five local indicators.
- The LEA meeting the standards receives a “Met” on the Dashboard when it:
  - ✓ measures its progress using locally available data
  - ✓ reports the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board
  - ✓ uploads and publicly reports results through the Dashboard



## **PRIORITY 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

**Standard:** The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

**Response:** In 2020-21 no Williams complaints were filed.



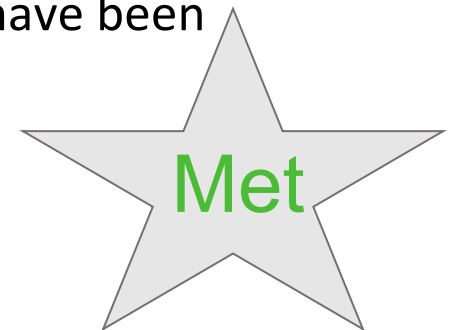


## PRIORITY 2: Implementation of State Academic Standards

**Standard:** The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

**Response:** Information is gathered to assess performance in several areas:

- ***ELA & Math:*** Statewide assessments were waived for the 2019-20 school year. For 2020-21, per California Department of Education (CDE) guidelines, GUSD determined that the local assessments were appropriate for grades 3 - 8 and the CAASPP was administered in 11th grade. The data from the local measures will be shared with each school to guide their site-specific planning.
- ***English Language Learner Reclassification:*** For 2019-20, 7.6% of English Learners reclassified. The CALPADS reclassification data for 2020-21 demonstrates that 556 English Learners have been reclassified. That represents a reclassification rate of 10.8%.



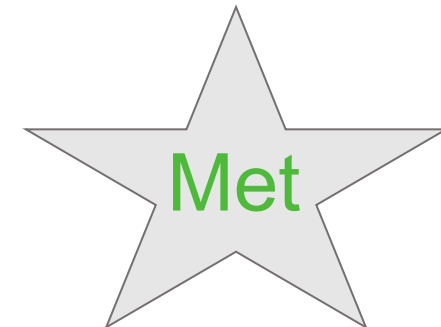


## PRIORITY 3: Parent Engagement

**Standard:** The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### **Response:**

- Parent Engagement Opportunities included SSC, ELAC, DELAC, Parent Chats and Parent Academies, LCAP, CABE Project Inspire, School Smarts Parent Engagement Program, Parent Data Presentations, and opportunities at each school.
- The School Planning Survey provided insight into parents' feedback on family engagement opportunities.
- Data and input opportunities provided at ELAC and DELAC meetings.
- In 2020-2021 the School Planning Survey was administered at each school to determine parent perception of opportunities.



## PRIORITY 6: School Climate

**Standard:** The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

**Response:** Panorama Social-Emotional Survey

- Administered in Spring 2021 to students in grades 4-12
- Growth Mindset and Sense of Belonging for grades 4-5 scored in the 80th-99th percentile.
- District is in the 60th-79th percentile, or higher, in two of the five categories for grades 4-5 and in two of the five categories for grades 6-12.
- District's areas of growth are Emotion Regulation in grades 4-5 and Sense of Belonging and Self-Efficacy in grades 6-12.





## PRIORITY 7: Access to a Broad Course of Study

**Standard:** The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

**Response:** For 2020-21, 100% of GUSD's students had full access to a broad course of study as defined by California Ed Code 51210 and 51220 (a)-(i). All student groups, including English Learners, socioeconomically disadvantaged students, homeless and foster youth, and students with disabilities have access to a broad course of study in all subject areas.





# Next Steps...

- Upload progress on local indicators to the Fall 2021 Dashboard
- Launch of Dashboard - TBD
- Analyze Dashboard data to identify areas of strength and areas of needed growth
- Support schools in using data to drive instruction
- Use Dashboard data to update LCAP goals and actions



# Questions?

