

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

Information Report No. 1  
June 6, 2023

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# Background

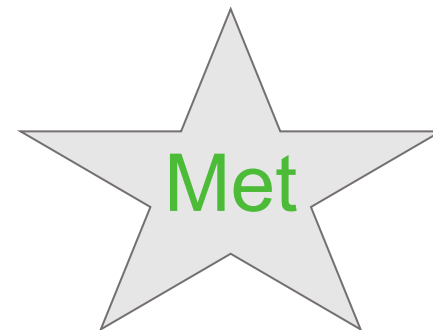
- The Local Educational Agency (LEA) determines whether they have met the standard for five local indicators.
- The LEA meeting the standards receives a “Met” on the California School Dashboard when it:
  - ✓ measures its progress using locally available data
  - ✓ reports the results to the LEA’s local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

**Response:** In 2022-23, 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:*** GUSD administered the CAASPP to students in 3rd to 8th and 11th grade. For ELA, 61% of students met or exceeded standard, while 52% met or exceeded standard for math.
- ***English Language Learner Reclassification:*** For 2021-22, 11% of English Learners reclassified.



## 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 advisory committee participation (SSC, ELAC, DELAC, SPAC), and family engagement sessions (e.g. Parent Chats, Parent Cafes, Family Academies, LCAP Town Halls, Parent Institute of Bilingual Education P.I.B.E., School Smarts Parent Engagement Program), and a variety of engagement opportunities facilitated by individual schools.
- Various District and site parent surveys, including the Annual School Planning Survey and the English Learner Parent Survey, provided insight into parents' perception of family engagement opportunities.
  - Opportunities to participate in decision making processes and programs: 69% favorable
  - Opportunities to participate in training to support student learning: 59% favorable
  - Opportunities to be informed of their child's progress: 85% favorable
- Information, updates and data with opportunities for input were provided at all parent meetings.





## 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.

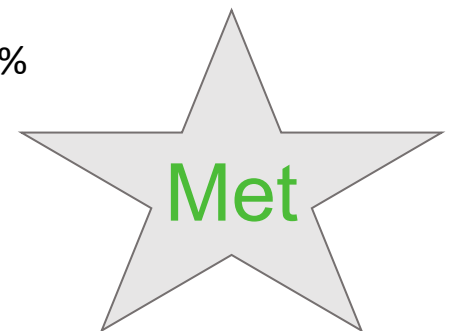
### Response:

#### Panorama Social-Emotional Survey

- Administered in Spring 2023 to students in grades 4-12
- Growth Mindset for grades 4-5 scored in the 80th-99th percentile.
- District is in the 60th-79th percentile, or higher, in three 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 Social Awareness in grades 6-12.

#### CA Healthy Kids

- Administered biannually
- 88% of 6th graders reported that adults on campus make it clear that bullying is not allowed most/all of the time, and 76% stated that when reported, teachers offer assistance most/all of the time.
- When asked if they need help, they find someone to talk to, 71% of 7th graders, 62% of 9th graders, and 67% of 11th graders said, "pretty much / very true." When asked is there an adult on campus who cares about them, 61% of 7th graders, 51% of 9th graders, and 60% of 11th graders said, "pretty much / very true."

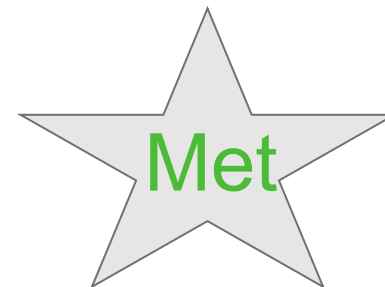




## PRIORITY 7: Access to a Broad Course of Study

**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 2022-23, 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 2023 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?

