



Gerber Unified Elementary School District 2021/2022 Engagement Partner Analysis

For each group: a) identify the input source (date/times of meetings or survey windows); b) List out what was identified as working well in regards to the evaluation of data and progress towards meeting metrics/goals; c) List out what was identified as needing to be improved, modified, or added in regards to actions and goals.

GROUP	Input Source (Meetings, Survey)	PLUS (What is working well)	DELTA (What can be improved)
School Site Council (SSC) <ul style="list-style-type: none"> • Parent advisory • Bargaining Units • Staff • Administration 	Meetings: <ul style="list-style-type: none"> • 9/7/21 • 9/21/21 • 9/28/21 • 10/12/21 • 11/9/21 • 12/7/21 • 1/11/22 • 2/11/22 • 3/8/22 • 5/31/22 Survey	<ul style="list-style-type: none"> • MTSS • PBIS • SEL 	<ul style="list-style-type: none"> • Supporting our ELs • Academic performance towards meeting grade level standards • Increase enrichment activities in STEAM, VAPA and physical education
DELAC	Meetings: <ul style="list-style-type: none"> • 3/8/22 • 5/31/22 	<ul style="list-style-type: none"> • MTSS • PBIS • SEL 	<ul style="list-style-type: none"> • Supporting our ELs • Academic performance towards meeting grade level standards • Increase enrichment activities in STEAM, VAPA and physical education

Reflecting on the above information identify the actions from your LCAP that should be MODified or DELETED and any that should be ADDED. Indicate the changes or rewrite the action.

ACTION NUMBER (Enter action number or NEW for any actions to be added)	ADD DEL MOD	CHANGES TO BE MADE
NEW Action: 1.7	ADD	Include an action for Multilingual Education/Dual-language Immersion (DI). Offer opportunities for staff to participate in professional development aligned to best practices for ELs.

Overall comments, feedback, and insights

Parents, students, community members, local bargaining units, and other stakeholder groups have been engaged and involved in planning, reviewing, analyzing, and supporting implementation of the LCAP by representation on the following advisory groups: School Site Council (SSC) and the District English Language Acquisition Committee (DELAC). Representatives from stakeholder groups (parents/community, teacher/union, classified, administration) serve on the SSC to give input and make recommendations for LCAP goals and spending priorities. The SSC acts as the advisory committee to the LCAP. Surveys and questionnaires are also used to gather input from staff, parents and students.

SSC meetings were held on 9/7/22, 9/21/21, 9/28/21, 10/12/21, 11/9/21, 12/7/21, 1/11/22, 2/11/22, 3/8/22 and 5/31/22. DELAC meetings were held on 3/8/22 and 5/31/21. During the SSC and DELAC meetings, data was reviewed and recommendations were discussed to reduce and re-prioritize the District's LCAP goals and spending priorities. The four overarching goals are 1) to improve student achievement and implement common core; 2) to create a positive school culture that engages students and parents and focuses on educating the whole child; 3) To upgrade facilities; and 4) to provide home-to-school transportation for all students.

The data listed below will be presented at least annually to advisory committees for review and will help guide priority recommendations for the LCAP.

~LCFF Evaluation Rubric - Dashboard

~CAASPP/ 2021 Alternative assessment: Renaissance STAR Reading and Math

- ~School Accountability Report Card (SARC)
- ~ELPAC scores/English proficiency rates
- ~local assessment results: Renaissance Learning STAR Reading and Math
- ~discipline referrals
- ~suspension and expulsion rates
- ~School Culture Surveys
 - Needs Assessments: parent, teacher, student
 - California Healthy Kids survey (CHKS)
- ~attendance rates
- ~counseling and mental health referrals

Needs assessment surveys were presented to staff, students and parents to gather input to guide LCAP development. Our 2021 needs assessments identified the following priorities for LCAP development: engagement, SEL, STEAM, music, arts, PE, enrichment opportunities, and field trips.

Recent staff and parent surveys were used to gather interest in multilingual education, specifically in beginning a Dual-Language Immersion (DI) strand at Gerber. 75% of staff surveyed felt that a DI program would benefit students at Gerber School and 67% of respondents said they would have placed their child in a DI program if given the opportunity. The parent survey had favorable results towards starting a DI strand at Gerber. 92.9% of parents that responded said that they would have placed their child in a DI program if given the opportunity. Seven parents that responded have children that will be starting K-1 in the 2023-2024 school year and 6 out of the 7 said that they were interested in enrolling their child in a DI program if it was an option. One person responded that they would like more information and after receiving the information they said they would be interested in enrolling as well.

SSC and DELAC reviewed data and used the data to revise goals. The goals that were identified drove the development of the revised LCAP. Recommendations to current LCAP include:

- ~Maintain 4 LCAP goals
- ~Continue to implement MTSS, PBIS and restorative practices
- ~Focus on educating the whole child by connecting academic and social/emotional/behavior supports into one system
- ~Focus on ELs. Continue multilingual grant. Consider adding a dual-language immersion (DI) strand in 23-24. Provide GLAD training for all certificated staff and opportunities for PD for classified staff.

There were no public comments to the LCAP during the 2021-2022 school year.