



Local Indicators for the California School Dashboard

October 25, 2018
Board of Trustees

Objectives

- Review the purpose of the California Accountability and Continuous Improvement System
- Understand the difference between State and Local Indicators
- Report on district progress for Local Indicators 1, 2, 3, 6, and 7

Criteria

District performance is reported based on meeting the standard as:

Met

Not Met

Not Met for Two or More Years

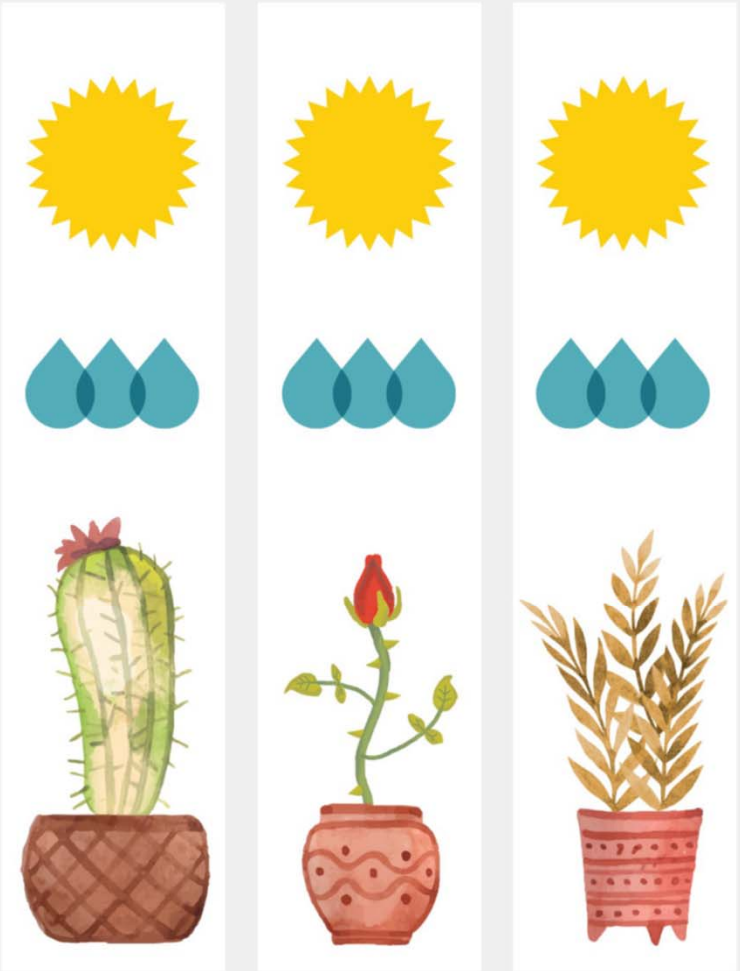
California's Accountability and Continuous Improvement System

California's new accountability and continuous improvement model provides measures relating how districts and schools are making progress to meet the needs of our diverse student population.

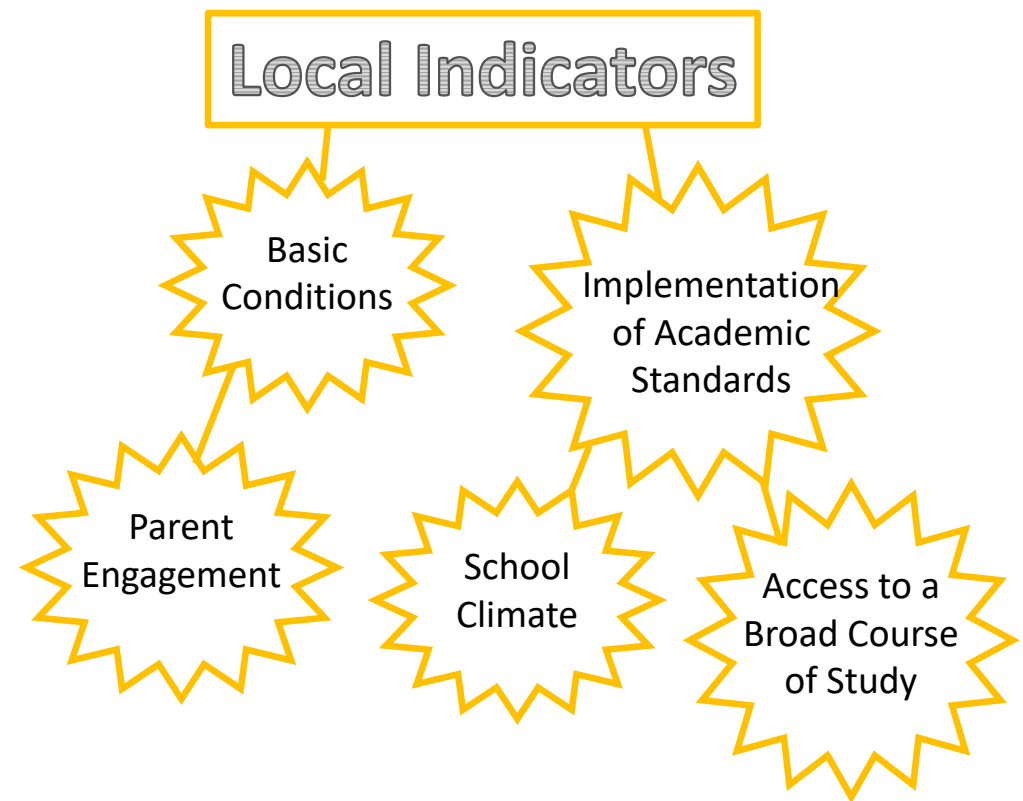
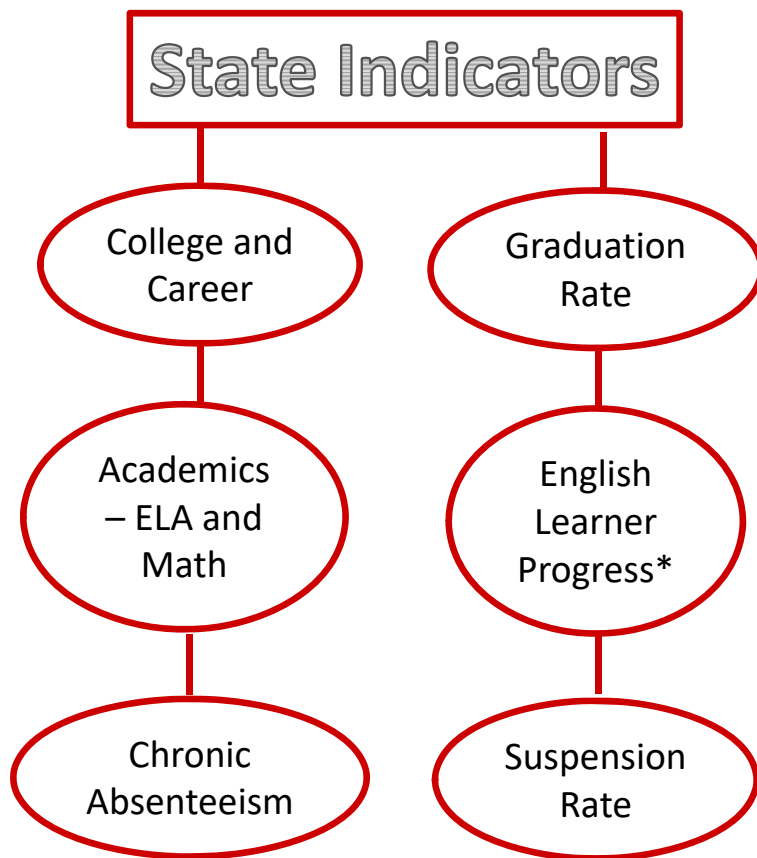
EQUAL

VS

EQUITABLE



California's Accountability and Continuous Improvement System



Priority 1: Basic Conditions

Data is based on School Accountability Report Card and Local Control Accountability Plan:

Teachers

Number/percentage of mis-assignments = 3%

Books

Number/percentage of students without access to their own copies of standards-aligned instructional materials = 0

Facilities

Number of identified instances where facilities do not meet the “good repair” standard = 10

Priority 2: Implementation of State Academic Standards – Professional Learning

Rate the LEA's progress in providing **professional learning** for teaching to the recently adopted academic standards and/or curriculum frameworks

Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Content Area	Rating
Common Core State Standards for ELA	3 – Initial Implementation
ELD aligned to ELA	3 – Initial Implementation
Common Core State Standards for Math	3 – Initial Implementation
Next Generation Science Standards	2 – Beginning Development
History – Social Science	2 – Beginning Development

Priority 2: Implementation of State Academic Standards – Instructional Materials

Rate the LEA’s progress in making **instructional materials** that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below in all classrooms where the subject is taught

Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Content Area	Rating
Common Core State Standards for ELA	3 – Initial Implementation
ELD aligned to ELA	3 – Initial Implementation
Common Core State Standards for Math	3 – Initial Implementation
Next Generation Science Standards	2 – Beginning Development
History – Social Science	2 – Beginning Development

Priority 2: Implementation of State Academic Standards – Policies and Programs

Rate the LEA’s progress in implementing **POLICIES OR PROGRAMS** to support staff identifying areas where they can **IMPROVE IN DELIVERING INSTRUCTION** aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Content Area	Rating
Common Core State Standards for ELA	3 – Initial Implementation
ELD aligned to ELA	3 – Initial Implementation
Common Core State Standards for Math	3 – Initial Implementation
Next Generation Science Standards	2 – Beginning Development
History – Social Science	2 – Beginning Development

Priority 2: Implementation of State Academic Standards – Other Academic Standards

Rate the LEA's progress in implementing each of the following academic standards adopted by the state board for all students

Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Content Area	Rating
Career Technical Education	2 – Beginning Development
Health Education Content Standards	2 – Beginning Development
Physical Education Model Content Standards	2 – Beginning Development
Visual and Performing Arts	2 – Beginning Development
World Language	2 – Beginning Development

Priority 2: Implementation of State Academic Standards

Rate the LEA's success at engaging in the following activities with teachers and administrators:

Rating Scale (lowest to highest)

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

Indicator	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	3 – Initial Implementation
Identifying the professional learning needs of individual teachers	2 – Beginning Development
Providing support for teachers on the standards they have not yet mastered	2 – Beginning Development

Priority 3: Parent Engagement

Key findings from California School Parent Survey

- 39% of responding parents say the school allows input and welcomes parent contributions
- 20% of responding parents say the school actively seeks the input of parents before making important decisions
- 38% of responding parents say the school has adults that really care about students

Promoting Parent Participation in Programs

- Family Nights at school sites
- Student-led conferences
- Family Empowerment workshops
- Technology workshop series for parents
- Parents and Guardians of African-American Youth
- Parent Book Clubs

Priority 6: School Climate

California Healthy Kids Survey was administered in spring of 2018 to students in grades 5, 7, 9, and 11 and measures key indicators related to school climate and student well-being:

- School Engagement and Supports
- School Safety
- Substance Abuse
- Mental and Physical Health

Priority 7: Access to a Broad Course of Study

Task: Annually measure our progress in the extent to which students have access to, and are enrolled in, a broad course of study...

What is a “broad course of study” at the elementary level?	What is a “broad course of study” at the secondary level?
<p>As defined by California Education Code (EC) 51210 for grades 1-6</p> <ul style="list-style-type: none"> • English • Mathematics • Social Sciences • Science • Visual and Performing Arts • Health • Physical Education • Other studies that may be prescribed by the governing board 	<p>As defined by California Education Code (EC) 51220 (a) - (i) for grades 7-12</p> <ul style="list-style-type: none"> • English • Social Sciences • Foreign Language • Physical Education • Science • Mathematics • Visual and Performing Arts • Applied Arts • Career Technical Education

Priority 7: Access to a Broad Course of Study

Annually measure our progress in the extent to which students have access to, and are enrolled in, a broad course of study...

Some students at elementary cannot access...

- Social Science
- Science
- Visual and Performing Arts
- Health

Some students at secondary cannot access...

- English Language Development
- Visual and Performing Arts
- Foreign Language
- Applied Arts
- Career Technical Education

Priority 7: Access to a Broad Course of Study

Barriers identified by Administrators

- Scheduling and staffing
- Lack of materials that address the currently adopted standards and frameworks
- Students in credit recovery or support classes have fewer elective opportunities
- Historical lack of emphasis on providing a well-rounded course of study
- Students need multiple entry points to access courses and pathways

Next Steps

- Continue data analysis and inquiry cycle especially in regards to Priority 7
- Develop system for teacher input
- Engage with stakeholders to review California School Dashboard when updated
- Monitor and evaluate progress on all indicators

Questions and Comments