

Sylvan Union School District

Local Control Accountability Plan

CA School Dashboard

Board of Trustees Meeting
January 23, 2018

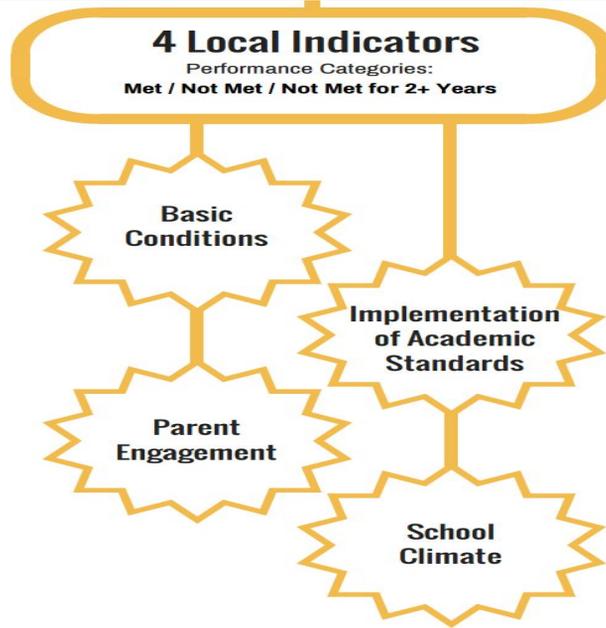
Fall 2017 Release



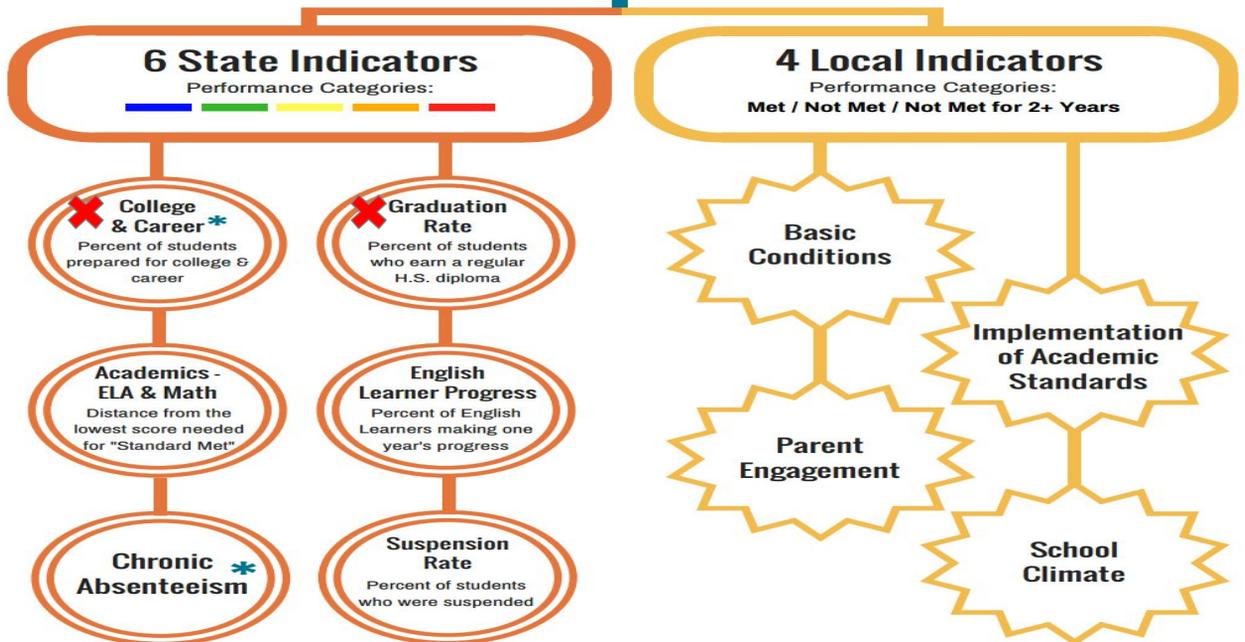
CA Dashboard - Explained

The screenshot shows the Alameda County Office of Education website. At the top, there is a green header with the text "CA Dashboard - Explained". Below the header, the Alameda County Office of Education logo is visible, along with the name of the Superintendent, Karen Monroe. The navigation menu includes "SUPERINTENDENT", "BOARD", and "ACOE DIVISIONS". The main content area features a breadcrumb trail: "home / learning & accountability services / california school dashboard / about the california school dashboard". The title "CALIFORNIA SCHOOL DASHBOARD" is prominently displayed. Below the title, there is a video player showing a video about the dashboard. The video player includes a play button, a progress bar at 04:19, and an HD icon. The video content shows a group of diverse cartoon characters representing students and educators, along with icons for a globe, a book, and a classroom.

LOCAL INDICATORS



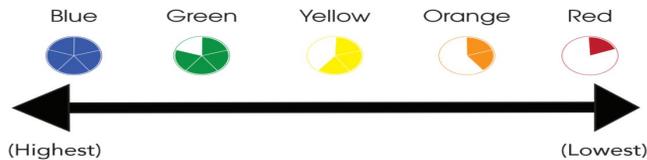
10 Indicators to Measure Performance



Performance Levels

On the CA Dashboard there are colored circles. The color and amount that the circle is filled are two ways of showing the performance level. For example, Green will always have four segments filled and Red will always have one segment filled.

The overall performance level is based on how current performance (status) compares to past performance (change).



California Model Five-by-Five Placement Reports & Data

The Five-by-Five Placement Reports provide an 'at a glance' display on how a district or school is performing on the state indicators. They graphically display which schools or student groups are: a) performing well, or b) in need of additional support.

School/District Search

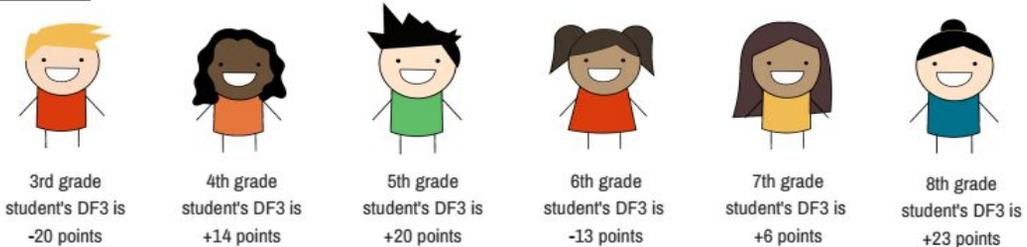
Enter a portion of the school/district name: 2017 Fall

Academic Indicators Distance from Level 3

Status

A district's "Status" is calculated by adding the 'Distance From Level 3' (DF3) scores of all students in grades 3rd - 8th, and dividing the sum by the total number of students. "Distance from Standard Met" measures how far (or the distance) each student is from the lowest scale score for "Standard Met" Smarter Balanced performance level.

For example:



$$\begin{aligned} \text{Distance From Level 3} &= \frac{-20 + 14 + 20 - 13 + 6 + 23}{6} \\ \text{Average} &= 5 \text{ points above DF3} \end{aligned}$$

Differentiated Assistance & Intensive Intervention

Level 1: All

State and local agencies provide an array of support resources, tools, and voluntary technical assistance that **all** LEAs may use to improve student performance and narrow disparities among student groups across the LCFF priorities. The primary goal of the first level of support is to provide all LEAs and schools with early support so that they don't require more intensive assistance at the second and third levels of support, based on low performance.



Level 2: Differentiated

County superintendents and the California Collaborative for Educational Excellence (CCEE) provide **differentiated** assistance for LEAs and schools, in the form of individually designed technical assistance, to address identified performance issues.



Level 3: Intensive

The Superintendent of Public Instruction may require more **intensive** interventions for LEAs and/or schools with persistent performance issues and a lack of improvement over a specified time period.



CA School Dashboard - FALL 2017

<https://www.caschooldashboard.org/#/Home>



[Home](#) [FAQ](#) [Resources](#) [Glossary](#) [Translate](#) [Search](#)

California School Dashboard

The Fall 2017 Dashboard shows how districts and schools are performing on test scores, graduation rates and other measures of student success.

Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results.

Search

Dashboard Release

Fall 2017

Search

Getting started: Take 2 minutes and learn about what you'll see.

[Fast Start Guide](#)

[Video Tutorial](#)

[Get to Know the Dashboard](#)

[Communications Toolkit](#)

The Fall 2017 Dashboard reports are based on the latest state data available. Read our [fall 2017 Data Reference Guide](#) to learn more. The Dashboard will be updated each fall with the most recent available data and design improvements will be made based on user feedback.

CA Dashboard - EQUITY REPORT

Equity Report Status and Change Report Detailed Report Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> ↗	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		13	6
<u>English Learner Progress (1-12)</u>		1	1
<u>English Language Arts (3-8)</u>		11	6
<u>Mathematics (3-8)</u>		11	5

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

CA Dashboard - EQUITY REPORT

LCAP Plan Summary: Greatest Needs

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

State Indicators must be addressed within the LCAP and summarized within the Greatest Needs prompt.

EQUITY REPORT - Fall 2017 SUSD

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		13	6
English Learner Progress (1-12)		1	1
English Language Arts (3-8)		11	6
Mathematics (3-8)		11	5

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)

CA Dashboard - STATUS/CHANGE REPORT

[Equity Report](#)
[Status and Change Report](#)
[Detailed Report](#)
[Student Group Report](#)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.8%	Maintained -0.1%
English Learner Progress (1-12)		Medium 72.6%	Declined -5.3%
English Language Arts (3-8)		Low 10.5 points below level 3	Increased +3 points
Mathematics (3-8)		Low 31 points below level 3	Increased +5.5 points

CA Dashboard - STATUS/CHANGE REPORT

Annual Update: Analysis

The LCAP template instructs LEAs to include performance data from the LCFF Evaluation Rubrics (Dashboard) when completing the Analysis portion of the Annual Update.

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

CA Dashboard - STATUS/CHANGE REPORT

Annual Update: Analysis

Describe the **overall effectiveness** of the actions/services to achieve the goal as measured by the LEA.

Describe how actions/services **proved effective** in decreasing Suspension Rate and increased ELA and Math indicators

Suspension - Maintained - Moved from Orange to Yellow
 ELA Indicator - Increased by 3.0 points
 Math Indicator - Increased by 5.5 points

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 2.8%	Maintained -0.1%
English Language Arts (3-8)		Low 10.5 points below level 3	Increased +3 points
Mathematics (3-8)		Low 31 points below level 3	Increased +5.5 points

CA Dashboard - STATUS/CHANGE REPORT

Annual Update: Analysis

Describe the **overall effectiveness** of the actions/services to achieve the goal as measured by the LEA.

Suspension Rate

	Student Performance	Number of Students	Status	Change
All Students		8,752	Medium 2.8%	Maintained -0.1%
English Learners		1,366	Low 1.4%	Maintained -0.2%
Foster Youth		56	Very High 8.9%	Increased Significantly +2.2%
Homeless		54	Very High 9.3%	Increased Significantly +6.4%
Socioeconomically Disadvantaged		4,679	High 3.7%	Maintained +0.2%
Students with Disabilities		1,314	High 4.7%	Increased +0.6%

CA Dashboard - DETAILED REPORT AP

Equity Report Status and Change Report Detailed Report Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ Academic Performance

State Indicators

English Learner Progress Indicator (Grades K-12)

	2015	2016	2017
	68.8%	77.9%	72.6%

The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3

	2015	2016	2017
ELA	-20.6 pts	-13.5 pts	-10.5 pts
Math	-43.8 pts	-36.5 pts	-31 pts

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met

CA Dashboard - DETAILED REPORT AP Chart

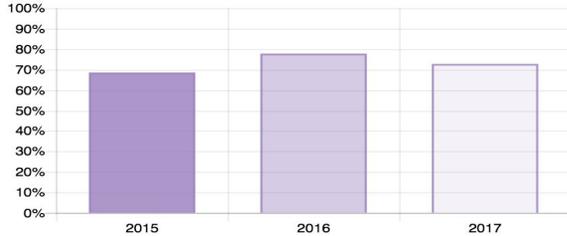
Equity Report Status and Change Report **Detailed Report** Student Group Report

This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ Academic Performance

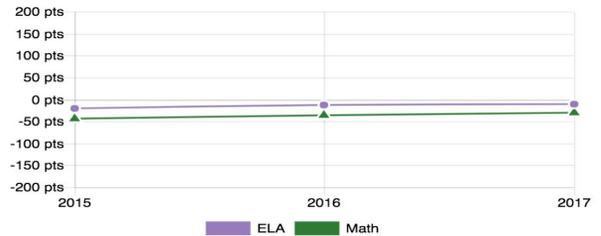
State Indicators

English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3



Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	Met
<u>Implementation of Academic Standards</u>	Met

CA Dashboard - DETAILED REPORT - SCC

Equity Report Status and Change Report Detailed Report **Student Group Report**

This report shows information about the indicators used to assess school conditions and climate in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ School Conditions and Climate

State Indicators

Suspension

2015	2016	2017
2.8% (245)	2.9% (258)	2.8% (244)

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

CA Dashboard - DETAILED REPORT SSC Chart

Equity Report Status and Change Report **Detailed Report** Student Group Report

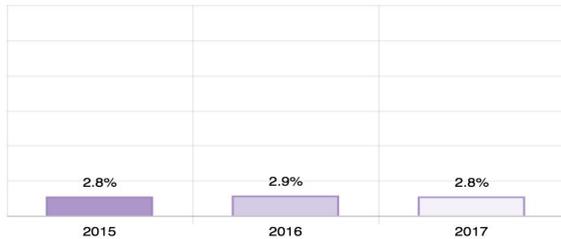
This report shows information about the indicators used to assess school conditions and climate in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ School Conditions and Climate



State Indicators

Suspension



Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators

Parent Engagement

Local Climate Survey

Ratings

Met

Met

CA Dashboard - DETAILED REPORT

Annual Update: Analysis

Describe the **overall effectiveness** of the actions/services to achieve the goal as measured by the LEA.

Describe how actions/services **proved effective** in increased English Learner Progress Indicator and Academic Indicators. Describe how services/actions have proved effective in maintaining Suspension Indicator.

English Learner Progress Indicator (Grades K-12)

	2015	2016	2017
	68.8%	77.9%	72.6%

The percent of English Learners who made progress towards English proficiency.

Academic Indicators (Grades 3-8): Distance from Level 3

	2015	2016	2017
ELA	-20.6 pts	-13.5 pts	-10.5 pts
Math	-43.8 pts	-36.5 pts	-31 pts



CA Dashboard - STUDENT GROUP REPORT

Equity Report Status and Change Report Detailed Report **Student Group Report**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian
<u>Chronic Absenteeism</u> ↗	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>								
<u>English Learner Progress (1-12)</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			*					*
<u>Mathematics (3-8)</u>			*					*

LCAP Plan Summary: Performance Gaps

Plan Summary: Performance Gaps



Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

LCAP Plan Summary: Performance Gaps

State Indicators	All Students	English Learners	Socioeconomically Disadvantaged	Students with Disabilities	African American	Asian	Hispanic	White
Chronic Absenteeism 	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)								
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)								
Mathematics (3-8)								

Going Beyond the Dashboard...

THE DASHBOARD

REVIEW THE LOCAL DATA

THE LCAP

After identifying areas in needs of a more focused evaluation...

...dig deeper into available local data; use it to inform decision-making and planning.

Include Dashboard data and local data in the review of progress before articulating the plans to address the areas of identified need in the LCAP.