

# Sylvan Union School District

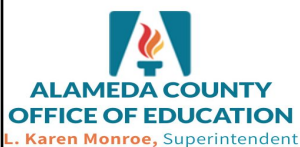
## Local Control Accountability Plan

CA School  
Dashboard

Board of Trustees Meeting  
January 23, 2018

Fall 2017 Release

## CA Dashboard - Explained



Translate

[SUPERINTENDENT](#) [BOARD](#) [ACOE DIVISIONS](#)

[DISCOVER ACOE](#) [STUDENTS & FAMILIES](#) [EDUCATORS](#) [JOB SEEK](#)

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### CALIFORNIA SCHOOL DASHBOARD

About the California School Dashboard

- [Infographics Toolkit](#)
- [Performance Levels Explained](#)
- [California School Dashboard \(California Department of Education\)](#)
- [California Accountability Model & School Dashboard \(California Department of Education\)](#)
- [Search Data from California School Dashboard \(EdSource\)](#)

### CALIFORNIA SCHOOL DASHBOARD



# LOCAL INDICATORS

## 4 Local Indicators

Performance Categories:  
**Met / Not Met / Not Met for 2+ Years**

**Basic  
Conditions**

**Implementation  
of Academic  
Standards**

**Parent  
Engagement**

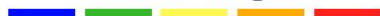
**School  
Climate**



## 10 Indicators to Measure Performance

### 6 State Indicators

Performance Categories:



**College  
& Career\***  
Percent of students  
prepared for college &  
career

**Graduation  
Rate**  
Percent of students  
who earn a regular  
H.S. diploma

**Academics -  
ELA & Math**  
Distance from the  
lowest score needed  
for "Standard Met"

**English  
Learner Progress**  
Percent of English  
Learners making one  
year's progress

**Chronic  
Absenteeism\***

**Suspension  
Rate**  
Percent of students  
who were suspended

### 4 Local Indicators

Performance Categories:  
**Met / Not Met / Not Met for 2+ Years**

**Basic  
Conditions**

**Implementation  
of Academic  
Standards**

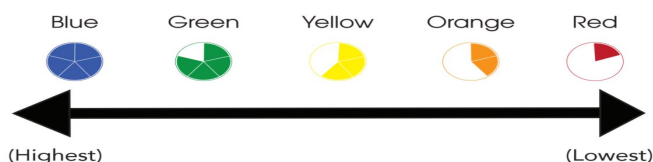
**Parent  
Engagement**

**School  
Climate**

# 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

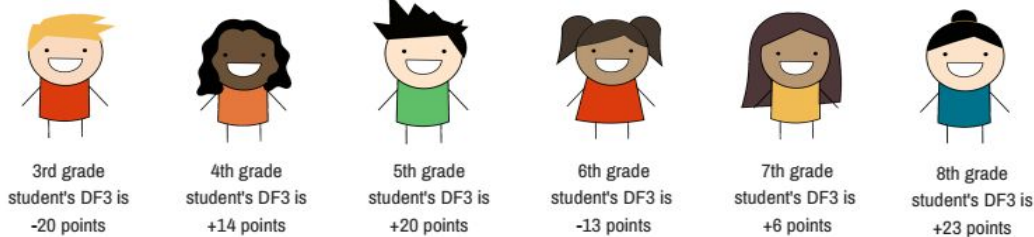
Enter a portion of the school/district name:  2017 Fall

# 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

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
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		13	6
<a href="#">English Learner Progress (1-12)</a>		1	1
<a href="#">English Language Arts (3-8)</a>		11	6
<a href="#">Mathematics (3-8)</a>		11	5

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

Local Indicators	Ratings
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met
<a href="#">Implementation of Academic Standards</a>	Met
<a href="#">Parent Engagement</a>	Met
<a href="#">Local Climate Survey</a>	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
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Medium 2.8%	Maintained -0.1%
<a href="#">English Learner Progress (1-12)</a>		Medium 72.6%	Declined -5.3%
<a href="#">English Language Arts (3-8)</a>		Low 10.5 points below level 3	Increased +3 points
<a href="#">Mathematics (3-8)</a>		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
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		Medium 2.8%	Maintained -0.1%
<a href="#">English Language Arts (3-8)</a>		Low 10.5 points below level 3	Increased +3 points
<a href="#">Mathematics (3-8)</a>		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
<a href="#">All Students</a>		8,752	Medium 2.8%	Maintained -0.1%
<a href="#">English Learners</a>		1,366	Low 1.4%	Maintained -0.2%
<a href="#">Foster Youth</a>		56	Very High 8.9%	Increased Significantly +2.2%
<a href="#">Homeless</a>		54	Very High 9.3%	Increased Significantly +6.4%
<a href="#">Socioeconomically Disadvantaged</a>		4,679	High 3.7%	Maintained +0.2%
<a href="#">Students with Disabilities</a>		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
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met
<a href="#">Implementation of Academic Standards</a>	Met



# CA Dashboard - DETAILED REPORT AP Chart

Equity Report Status and Change Report Detailed Report Student Group Report

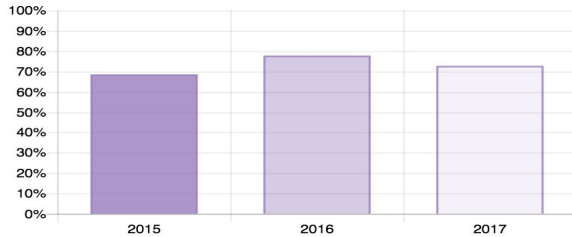
This report shows information about the indicators used to assess academic performance in the Dashboard. Select any of the underlined indicators for more detailed information.

Academic Performance



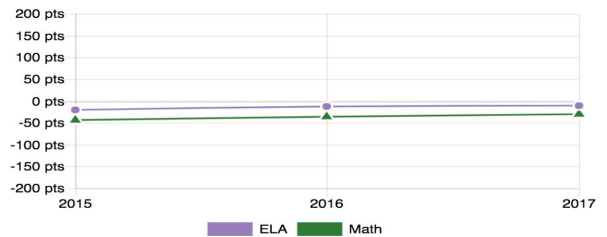
## State Indicators

### 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

Basics (Teachers, Instructional Materials, Facilities)

Met

Implementation of Academic Standards

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

Parent Engagement

Met

Local Climate Survey

Met

# CA Dashboard - DETAILED REPORT SSC Chart

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

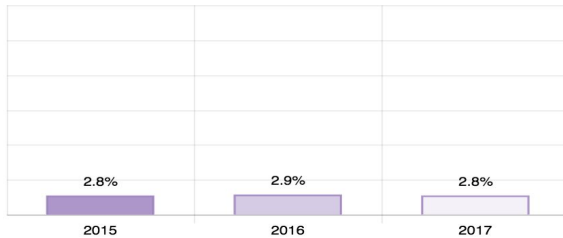
This report shows information about the indicators used to assess school conditions and climate in the Dashboard. Select any of the underlined indicators for more detailed information.

▼ 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

#### Ratings

[Parent Engagement](#)

Met

[Local Climate Survey](#)

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> <a href="#">↗</a>	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
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>								
<a href="#">English Learner Progress (1-12)</a>		N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">English Language Arts (3-8)</a>								
<a href="#">Mathematics (3-8)</a>								

## Going Beyond the Dashboard...

### THE DASHBOARD

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

### REVIEW THE LOCAL DATA

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

### THE LCAP

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.