Ukiah USD Fall 2019 - Narrative on California School Dashboard Priorities 2,3,6 & 7

Ukiah Unified School District (UUSD) is located approximately 115 miles north of San Francisco, on the Highway 101 corridor. The population of Ukiah in 2015 was 16,036 in 2017. UUSD serves approximately 5,981 students in grades K-12 with 6 elementary schools, two middle schools, one comprehensive high school, one continuation high school and one independent study school. An additional 625 students are served through 4 direct funded charter schools that are chartered through the district.

Priority 2

The reflection tool was completed by the Leadership Team.

At the elementary level, the reflection tool showed that we are at the full implementation and sustaining phases with ELA. Math and ELD are at the full implementation phase, but there is a need for more professional development. The Next Generation Science Standards are in the beginning development phase. Ukiah USD is providing professional development on the NGSS and will be piloting elementary instructional materials in 2020-2021. History Social Science is in the exploration and research phase, which includes a need for more professional development. Physical Education is in the full implementation and sustainability phase, Health Education is in the initial implementation phase, and Visual and Performing Arts are at the beginning development phase. Teacher and administrator support are at initial/full implementation, but support for teachers in standards they have not yet mastered is in the initial implementation phase.

At the middle school level, the reflection tool showed that ELA, Math and Science are at the full implementation phase, while ELD is at initial implementation with more support needed in professional development. History Social Science is in the beginning development phase with a need for instructional materials. In addition to the core subject areas, Career Technical Education is at the beginning development with a need to have courses that align to CTE pathways at the high school. Health Education and Physical Education are at full implementation, and Visual and Performing Arts is at the full implementation and sustainability phase. World Language is at the exploring and research phase, with a need to explore other language programs. Lastly, teacher and administrator support are at the full implementation phase.

At the high school level, the reflection tool showed that ELA/ELD, History Social Science, and Science are at full implementation. Mathematics is at the initial implementation phase, with a need for more professional development. In addition to the core subject areas, Career Technical Education, Physical Education, Visual and Performing Arts, and World Languages are at full implementation or full implementation and sustainability phases. Health Education is at the beginning development phase. Lastly teacher and administrator support are at full implementation, with a need in providing support to teachers for standards they have not yet mastered.

This year, K-8 ELA/ELD instructional materials continue to be implemented and grades 9-12 are continuing to create novel units of study. Grades 6-12 are implementing new Science instructional materials. Ongoing training is occurring this year in grades 4-8 math, reading

training through the 95% Group and Literacy courses, and NGSS training at school sites and after school. In addition, the Leadership Network is focused on Professional Learning Communities and instructional planning and Academic Interactions.

Priority 3: Parent Engagement
Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.
Ukiah USD has improved building relationships and communication with parents. This is evident through the Ukiah USD Parent Survey questions regarding quality of communication (78% favorable), feeling welcome at their child's school (85% favorable), and knowing who to contact at school if they have a question or concern (86% favorable).

A focus area for improvement for Ukiah USD is getting input from parents about concerns, interests and goals related to their child's learning and environment (66% favorable). Ukiah USD has just adopted Aeries Communication and is learning about the different avenues for two-way communication between teachers and parents. Communication guidelines are being created and Family Liaisons and teachers will be trained on the use of Aeries Communication.

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

An area of strength is the improvement in communication to parents and that parents feel they are meaningfully engaged in their child's education (83% favorable).

A focus area for improvement is the time school activities, meetings, and conferences are scheduled. This was evident on the Ukiah USD Parent Survey where 32% of parents felt that inconvenient scheduling limits their participation in school activities, meetings, and conferences. Ukiah USD is experimenting with different ways and times to engage parents, including weekend trainings and trainings within the school day.

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Ukiah USD has supported Principals through training on facilitation of advisory groups, data analysis processes to aid with committee decision making, School Site Council training, and modeling of decision-making processes during Leadership meetings. Ukiah USD has also provided trainings to parents on how to be involved through the Parent Institute for Quality Education, School Site Council trainings, Migrant Education Parent Advisory Committee trainings, and engagement activities at the school sites, including coffee with the principal. In addition, through the Strategic Planning process, a variety of parent groups including the Parent Advisory Committee, District Advisory Committee, District English Learner Advisory Committee,

Native American Parent Committee (Title VI), and School Site Councils are consulted and provide input.

A focus area for improvement is engaging more families in the planning, designing, and evaluating family engagement activities. School Site Councils, which include parents, teachers, and staff, will be evaluating their family engagement activities through the new School Plan for Student Achievement yearly, along with their Parent Involvement Policy and Compacts. The District will be evaluating parent engagement through the Strategic Planning process, and through the Parent Advisory Committee.

<u>Priority 6</u>
Healthy Kids Survey Results and District Student Survey

Ukiah USD administers the California Healthy Kids Survey every other year and administers its' own internal student survey to students in grades 6-12. Below are results from the 2017-2019 Ukiah USD student survey in grades 6-12 with two questions below that are most aligned to the Healthy Kids Survey. The results from the survey show that there is an overall increase in the percent of students who feel connected to school and a decrease in the percent of students who feel safe at school on the Healthy Kid Survey, although the percent increased on the District's Student Survey, which is a larger sample size of students. We feel this is due to the heightened number of school shootings nationwide. All schools continue to practice safety drills, including active shooter drills, and provide training for staff. In addition, the District continues to invest in increased counseling at the elementary and secondary levels.

Ukiah USD Student Survey Results
I have at least one teacher, counselor or staff member who knows me as a person?

	6-12
2018-2019	57%
2017-2018	54%

I feel physically safe at school?

	6-12
2018-2019	62%
2017-2018	54%

I feel emotionally safe at school?

	6-12
2018-2019	59%
2017-2018	54%

Ukiah USD Healthy Kids Survey Results

School Connectedness (high)	5th	7th	11th

2018-2019	62%	58%	42%
2016-2017	67%	58%	41%
2014-2015	64%	53%	36%

Feels Safe at School	5th	7th	11th
2018-2019	66%	59%	56%
2016-2017	87%	64%	66%
2014-2015	84%	66%	61%

Priority 7: Broad Course of Study

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

> **Measure**: The district's metric to measure broad course of study is the percent of graduates who complete 2 courses in a CTE Pathway (Pathway completion).

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Summary: We have increased the percent of graduates who have completed a CTE Pathway by 13% over the last three years. The District provides 15 different CTE Pathways which allows students to become career ready.

- 26% of 2017-2018 graduates completed a Career Technical Education (CTE) Pathway

- 25% of 2017-2018 graduates completed a Career Technical Education (CTE) Pathway

- 13% of 2016-2017 graduates completed a Career Technical Education (CTE) Pathway

- 39.1% of 2018 Ukiah USD Graduates were College and Career Ready. Of those graduates 42.9% were College and Career Ready via Career Technical Education.

Subgroup Completion vs. Enrollment:

Hispanic	48% Completion, 46% Enrollment
White	44% Completion, 44% Enrollment
Native American	3% Completion, 4% Enrollment
SED	69% Completion, 69% Enrollment
Special Education	8% Completion, Enrollment 11%

Foster Youth	2% Completion, 1% Enrollment
Homeless	4% Completion, 6% Enrollment
English Learner	10% Completion, 12% Enrollment

There were no significant gaps between subgroups completing a CTE Pathway and their percent enrollment.

Other Course Offerings:

- 24 Sections of Advanced Placement: Calculus A/B, Calculus B/C, Comparative Government, Computer Science, English Language, English Literature, Environmental Science, European History, French, Physics, Psychology, Spanish Language, Spanish Literature, United State History

- 15 CTE Pathways: Automotive Technology, Animal Science, Automotive Mechanics, Child Development, Computer Aided Drafting, Computer Science, Fashion, Health Occupations, Ornamental Horticulture, Photography, Sustainable Agriculture, Welding, Residential and Commercial Construction

- Middle and High School Music and Arts including Band, Chorus, Digital Media, Art

- High School Language: French, Spanish, and Spanish for Spanish Speakers

- High School Science Pathways: Agriculture, STEM, and Traditional

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Barriers: Students lack an understanding of the course pathways and proper course selection so that they can complete a pathway by their senior year. In addition, South Valley Continuation High School does not have CTE courses, although the school has a robust internship program through Big Picture Learning.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Actions: The LCAP continues to fund additional CTE teachers and programs, and increases that support in 2019-2020 as CTEIG funds have been reduced. In addition, the LCAP continues to support increased counseling services. Lastly, the District will work with South Valley Continuation High School in developing a CTE Pathway for their graduates.

California School Dashboard Coordinator Resources

Access to the Dashboard (Click Here) (http://caschooldashboard.org) is now available!

Updates

Optional Narrative Box

To input information into the Optional Narrative Box, please select the Optional Narrative link above. We encourage you to use this area to explain your local context or identify any circumstances that may have impacted your local educational agency's performance. Please note that the text is limited to 500 characters and does not allow for hyperlinks (they will appear as text only).

Local Indicators

The local indicators can be uploaded into the Dashboard now. The deadline for uploading the local indicators into the Fall 2019 Dashboard is **November 1, 2019**. For additional information regarding the local indicators, go to the Local Indicators page on the California Department of Education's website located here:
https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
(https://www.cde.ca.gov/ta/ac/cm/localindicators.asp)

Resources

Local Indicator Webinar for Dashboard Coordinators

This Webinar introduces you to the Dashboard Local Indicator interface, and explains the process for stakeholder engagement and district governing board adoption of local indicators.

California Accountability Model and School Dashboard Web Page
(http://www.cde.ca.gov/dashboard/)

This Web page includes supporting resources for the Dashboard such as the Technical Guide and Five-by-Five Colored Tables.

List of Accountability Coordinators

(./Content/190819securecontacts.xls) posted 8-19-19

This file includes the current list of accountability coordinators.

Communications Toolkit (http://www.cde.ca.gov/dashboard)

The toolkit provides links to key Dashboard communications resources. The sample materials in the toolkit are designed to support districts and schools with community engagement efforts. The materials can be customized for local needs and use. Items will be added to the Toolkit as they become available.

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

1 or 0.3% of teachers were misassigned.

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0 or 0%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

0

Criteria:

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

Date taken to local governing board:
*

10/10/2019

Submit Responses   Clear Submission

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards 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 California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

The reflection tool was completed by the Leadership Team.

At the elementary level, the reflection tool showed that we are at the full

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

English Language Development (Aligned to English Language Arts Standards)

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Next Generation Science Standards

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

History-Social Science

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available 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

English Language Arts – Common Core State Standards for English Language Arts

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

English Language Development (Aligned to English Language Arts Standards)

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Mathematics – Common Core State Standards for Mathematics

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

Next Generation Science Standards

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

History-Social Science

○ 1 ○ 2 ○ 3 ○ 4 ○ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in 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

English Language Arts – Common Core State Standards for English Language Arts

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

English Language Development (Aligned to English Language Arts Standards)

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

Mathematics – Common Core State Standards for Mathematics

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

Next Generation Science Standards

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

History-Social Science

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

Health Education Content Standards

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

Physical Education Model Content Standards

○ **1** ○ **2** ○ **3** ○ **4** ○ **5**

Visual and Performing Arts

○1 ○2 ○3 ○4 ○5

World Language

○1 ○2 ○3 ○4 ○5

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

○1 ○2 ○3 ○4 ○5

Identifying the professional learning needs of individual teachers

○1 ○2 ○3 ○4 ○5

Providing support for teachers on the standards they have not yet mastered

○1 ○2 ○3 ○4 ○5

Criteria:

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

Date taken to local governing board:
*

11/12/2019

Submit Responses   Clear Submission

California Department of Education
1430 N Street
Sacramento, CA 95814

Self-Reflection Tool (Priority 3) – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered o complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Building Relationships

1.Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Ukiah USD has improved building relationships and communication with parents. This is evident through the Ukiah USD Parent Survey questions regarding quality of communication (78% favorable), feeling welcome at their

Text is limited to 3000 characters

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

*

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

> 3 – Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

> 3 – Initial Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

> 3 – Initial Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and 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

> 4 – Full Implementation

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

> An area of strength is the improvement in communication to parents and that parents feel they are meaningfully engaged in their child's education (83% favorable).

Text is limited to 3000 characters

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Ukiah USD has supported Principals through training on facilitation of advisory groups, data analysis processes to aide with committee decision making, School Site Council training, and modeling of decision-making

Text is limited to 3000 characters
Date taken to local governing board:
*

11/12/2019

Submit Responses   Clear Submission

Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

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 California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

The results from the surveys show that there is an overall increase in the percent of students who feel connected to school and a decrease in the percent of students who feel safe at school on the Healthy Kid Survey,

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Date taken to local governing board:

*

11/12/2019

Submit Responses   Clear Submission

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Measure: The district's metric to measure broad course of study is the percent of graduates who complete 2 courses in a CTE Pathway (Pathway completion).

Text is limited to 3000 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Summary: We have increased the percent of graduates who have completed a CTE Pathway by 13% over the last three years. The District provides 15 different CTE Pathways which allows students to become career ready.

Text is limited to 3000 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Barriers: Students lack an understanding of the course pathways and proper course selection so that they can complete a pathway by their senior year. In addition, South Valley Continuation High School does not have CTE courses,

Text is limited to 3000 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Actions: The LCAP continues to fund additional CTE teachers and programs, and increases that support in 2019-2020 as CTEIG funds have been reduced. In addition, the LCAP continues to support increased counseling services.

Text is limited to 3000 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (https://data1.cde.ca.gov/dataquest/page2.asp? Level=District&subject=Course).

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on the extent to which students have access to, and are enrolled in, a broad course of study.

Text is limited to 1500 characters

Date taken to local governing board:
*

11/12/2019

Submit Responses   Clear Submission

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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