



California School Dashboard and District Local Indicator Updates

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Purpose of Presentation

To present our 2019 California Dashboard Local Indicators as required prior to November 1st 2019.

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Local Indicators

- LEAs are required report their performance on 5 Local Indicators as; *Met, Not Met, or Not Met for More than Two Years*
 - *Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)*
 - *Implementation of State Academic Standards (Priority 2)*
 - *Parent Engagement (Priority 3)*
 - *School Climate (Priority 6)*
 - *Access to a Broad Course of Study (Priority 7)*

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TRUSD Data: Local Indicators (Priority 1)

X = 2018 Dashboard information **X** = 2019 Dashboard information

- Number of misassignments and vacant teacher positions:
 - **0** / **4** EL Teacher misassignments
 - **10** / **39** Teacher misassignments
 - **8** / **1** vacant teacher positions
- Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:
 - **0%** / **0%**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
 - **53** / **131** (**Priority 1 identified items have been corrected or are in the process of remediation**)

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Local Indicators (Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rate the LEA'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

X = 2018 Response **X** = 2019 Response

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			X X		
ELD (Aligned to ELA Standards)			X X		
Mathematics – Common Core State Standards for Mathematics				X X	
Next Generation Science Standards		X	X		
History-Social Science		X	X		

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Local Indicators (Priority 2)

Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	X
ELD (Aligned to ELA Standards)		X		X	
Mathematics – Common Core State Standards for Mathematics				X	X
Next Generation Science Standards		X	X		
History-Social Science		X X			

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Local Indicators (Priority 2)

Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			X X		
ELD (Aligned to ELA Standards)			X X		
Mathematics – Common Core State Standards for Mathematics				X X	
Next Generation Science Standards		X	X		
History-Social Science		X X			

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Local Indicators (Priority 2)

Rate the LEA's progress 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

Academic Standards	1	2	3	4	5
Career Technical Education			X X		
Health Education Content Standards			X	X	
Physical Education Model Content Standards		X		X	
Visual and Performing Arts					X X
World Language					X X

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Local Indicators (Priority 2)

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

Support for Teachers and Administrators	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			X	X	
Identifying the professional learning needs of individual teachers			X X		
Providing support for teachers on the standards they have not yet mastered		X X			

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Local Indicators (Priority 3)

Parent and Family Engagement

Building Relationships

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

* Chart added for 2019 Dashboard

Building Relationships	1	2	3	4	5
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			X		
Rate the LEA's progress in creating welcoming environments for all families in the community.			X		
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			X		
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.			X		

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Local Indicators (Priority 3)

Building Partnerships for 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

** Chart added for 2019 Dashboard*

Building Partnerships	1	2	3	4	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.			X		
Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			X		
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.			X		
Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			X		

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Local Indicators (Priority 3)

Building Partnerships for 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

** Chart added for 2019 Dashboard*

Seeking Input	1	2	3	4	5
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.			X		
Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
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.			X		
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.			X		

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TRUSD Data: Local Indicators (Priority 3)

Local Parent/Guardian Survey:

- Throughout the 2018-2019 LCAP processes we were able to capture the ideas of 2,702 people including 388 unique parents, 7,340 thoughts, and 94,700 ratings. From this feedback we were able to successfully identify critical trends, ratings, and input necessary to guide and support our District LCAP work.*

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TRUSD Data: Local Indicators (Priority 3)

Key Findings:

- *Parents, staff and community members want the best for their children, and they value the learning opportunities and partnership that our school district provides.*
- *Parents value the hard-working staff and their dedication to helping students learn.*
- *Parents and community members appreciate the participation opportunities at the school site and district level and want us to continue to push for high levels of engagement.*
- *Parents, staff and community members want to be involved and they know that working together makes a positive difference for everyone.*

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TRUSD Data: Local Indicators (Priority 3)

Focus Area:

- We will continue to provide numerous opportunities at the school site and district level to facilitate and support the engagement of our parents, staff and community. We will also continue to collect and analyze the attendance and participation data to ensure we are reaching and supporting underrepresented families. We will create systems to support the engagement of parents, staff, and community members throughout our school district.*

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TRUSD Data: Local Indicators (Priority 6)

School Climate:

- *The California Healthy Kids Survey (CHKS) is administered annually to students in grades 7 – 12. A district developed survey was administered during the 2017-18 school year to students in grade 5. The surveys includes items in a variety of domains measuring school climate and safety.*

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TRUSD Data: Local Indicators (Priority 6)

Key Findings:

- *53% of 5th graders had favorable responses to school culture and climate questions.*
- *School Connectedness responses for agree or strongly agree at secondary sites was 59% for 7th grade, 56% for 8th grade, 47% for 9th, 42% for 10th and 11th grade, and 46% for 12th grade with little variation across ethnic subgroups.*
- *School Safety responses for strongly agree at secondary sites was 60% for 7th grade, 56% for 8th grade, 47% for 9th grade, 42% for 10th and 11th grade and 46% for 12th grade with little variation across ethnic subgroups.*

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TRUSD Data: Local Indicators (Priority 6)

Key Findings Continued:

- The school connectedness and safety responses showed a small decline from the previous year administration of the CHKS at 7th and 11th grades but also showed gains of 6% at 9th grade.*
- Efforts to increase school connectedness for secondary sites includes the use of Activity Directors. These positions contribute to increased student engagement before, during, and after school.*

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TRUSD Data: Local Indicators (Priority 7)

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 a Broad Course of Study;

Our district utilizes the AERIES Student System as our student management tool and our district counseling teams utilize AERIES Reports to ensure a broad course of study is offered for each individual student. We have created a specific course offerings at our elementary (K-6), middle (7-8) and high school (9-12) levels to ensure students are offered quality and parity within their courses of study. Our special education students with mild-moderate needs are mainstreamed in college preparatory courses with curriculum support and our moderate-severe need students are provided individualized academic plans based on their needs. We continue to support quality counseling services throughout our district to ensure unduplicated student groups are provided the resources they need.

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TRUSD Data: Local Indicators (Priority 7)

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.

We have a consistent 9-12 course catalog that is reviewed and approved the school Board annually. We have worked diligently over the past two school years to create a guaranteed and consistent course curricular plan for all students regardless of their school site or demographic group including concurrent enrollment opportunities through the local community college.

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TRUSD Data: Local Indicators (Priority 7)

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.

Three school years ago, we had a variety of individual courses offered across our school sites however, since that time we have developed systems and teams to overcome these barriers. Previously we lacked the A-G courses of study at all of our high schools and alternative high school sites we have put in processes to overcome this by providing additional resources to improve student course access.

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TRUSD Data: Local Indicators (Priority 7)

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?

In the 2018-19 school year, we added a science lab at one of our alternative high schools and we added a World Language teacher at two schools to ensure that all high school students have access to A-G pathways.

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We have MET all of the requirements on the 5 Local Indicator Areas

Any Questions?

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