

Chico Unified State Dashboard Local Indicators – Fall 2019
Presented to the Chico Unified Board of Trustees

Narrative

Chico Unified School District (CUSD) has 12,242 students in twelve elementary schools, three junior high schools, two comprehensive high schools, and four alternative options for grades 6- 12, in addition to a special services school. Numerous elementary "schools of choice" options are offered such as Two Way Spanish Immersion, Academics Plus, Thematic Open Classroom, STEM and a GATE option for 4th and 5th grade..

Priority 1 Basic Conditions at School

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 evaluation rubrics.

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 web-based evaluation rubrics system (California School 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:

Chico Unified Response:

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: **0**

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

Optional: Additional Information

100% of CUSD teachers and staff are appropriately assigned and credentialed (as reported in Highly Qualified Teacher report and Williams Report).

100% of CUSD classrooms have sufficient instructional materials as verified by a CUSD Board of Education resolution and the Williams Report.

CUSD has 100% of its schools in good or exemplary condition as measured by the Facility Inspection Tool (FIT) Williams Report.

100% of CUSD students had access to computer technology at any given time via devices or computer labs.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: **Met**

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Priority 2 Implementation of State Academic Standards

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 evaluation rubrics.

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 evaluation rubrics web-based system (California School 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).

Chico Unified Response:

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
4

English Language Development (Aligned to English Language Arts Standards)
4

Mathematics – Common Core State Standards for Mathematics
4

Next Generation Science Standards History-Social Science
3

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
5

English Language Development (Aligned to English Language Arts Standards)
4

Mathematics – Common Core State Standards for Mathematics

5

Next Generation Science Standards

3

History-Social Science

3

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

4

English Language Development (Aligned to English Language Arts Standards)

4

Mathematics – Common Core State Standards for Mathematics

4

Next Generation Science Standards

3

History-Social Science

3

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

4

Health Education Content Standards

4

Physical Education Model Content Standards

4

Visual and Performing Arts

3

World Language

4

Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), rate the local educational agency's success at engaging in the following activities with teachers and school 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

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

5

Identifying the professional learning needs of individual teachers

5

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

4

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: **Met**



Met



Not Met



Not Met For Two or More Years

Priority 3 Parent Engagement

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 to 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.

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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.

Chico Unified Response:

Building relationships with all of our families is a major priority of Chico Unified School District. Based on needs identified on our State Dashboard we have identified specific student groups in need of additional support. Addressing these needs necessitates working with families, accessing community resources and training staff. District Leadership Team meetings, as well as school staff meetings, have focused on meeting the on-going needs of students that are part of student groups needing additional support. Survey results indicate that our families feel welcome in our schools. Trauma-Informed training has been provided to all staff members. Parent Outreach has been enhanced by a new communications system that allows staff members to communicate directly with parents via text message, phone, and email. Messages are translated into Spanish as necessary. School and district websites are kept up to date and meet accessibility guidelines. Translation is provided at parent meetings and parent-teacher conferences as needed for Hmong

and Spanish speakers. Families are welcomed into our school sites for a variety of family events including festivals, open houses, student performances and parent input meetings (School Site Council, English Learner Advisory Committees).

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

Building Partnerships	Rating
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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.	4
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.	4

Dashboard Narrative Box (Limited to 3,000 characters)

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.

Chico Unified Response:

Chico Unified believes that in order to best serve our students, we need to develop and maintain strong partnerships with our families. The district provides bilingual targeted case managers at each site to facilitate parent communication and guide families to school and community resources. The district also partners with Butte County Behavioral Health, the Aurora House, and Far Northern Children's Services to provide additional support to families outside of the school day. Counselors and Guidance Specialists work with students to provide early mental health support and regularly meet with parents regarding student needs and progress. Parents routinely take part in parent-teacher conferences at the elementary level, Individualized Education Plan

meetings, Student-based Intervention Team meetings, and 504 plan meetings. At the secondary level, academic counselors work with students and families in order to ensure that students are on track to meet academic requirements. At-Risk Counselors are provided to secondary students for additional support and regularly meet with parents regarding student needs and progress. Student attendance is monitored and family outreach is made regularly in the case of attendance issues. Teachers and administrators are accessible and responsive to all families.

Seeking Input for 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

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

Dashboard Narrative Box (Limited to 3,000 characters)

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.

Chico Unified Response:

Parents are regularly invited to advisory group meetings such as English Learner Advisory Council, School Site Council, and Local Control and Accountability Plan input meetings. Outreach takes places via text message, email, phone, and websites. Translation is provided as necessary for Spanish and Hmong speakers. The input from these groups informs decision making at the site and district levels. Based on parent feedback, our parents feel informed regarding these events. In addition, family engagement nights are a common practice in Chico Unified and include Back to School Night, Open House, and a variety of special events and student performances.

Criteria:



Met



Not Met



Not Met For Two or More Years

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: **Met**

Priority 6 School Climate

Standard: Local educational agency 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 local educational agency 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 evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Chico Unified Response:

The Education for the Future survey (through Chico State University) is administered yearly to all parents, 3rd-12th grade students and all staff. It provides a historical overview in a cross section of areas regarding school climate and culture encompassing areas such as relationships, educational opportunities, safety, etc. Results are reviewed by district officials, site leaders and School Site Councils.

An overview of the results of the survey are included in the Chico Unified Local Control and Accountability Plan (LCAP) for 2018-2019. The specific metric related to the survey in Goal 5 of the Chico Unified LCAP focuses on survey items related to safety and fairness. All items related to safety and fairness averaged at least a 3 ("Agree").

Through the Athlete Committed program, participating high school athletes take a survey of lifestyle choices, including drug and alcohol use. Results are reviewed by administrators, coaches, parents and students. Since its inception in Chico Unified, the Athlete Committed program has resulted in a decrease of reported drug and alcohol use among student athletes, as reported to the board during the 2018-2019 school year.

Priority 7 Access to a Broad Range of Courses

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.

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. (response limited to 1,500 characters)

Chico Unified Response:

Chico Unified utilizes the State Dashboard's College and Career Indicator to track the extent to which our students access and succeed in a broad course of study.

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.

Chico Unified Response:

The performance color on the Fall 2018 College and Career Indicator was blue (the highest possible). However, performance gaps were evident for our Homeless, English Learners, and Students with Disabilities student groups. The percentage of students graduating with college preparatory (a-g) requirements increased by 1 percentage points from 2016-2017 to 44% in 2017-2018. The percentage of graduates who passed an Advanced Placement or International Baccalaureate test increased by approximately 2 percentage points from 2016-2017 to 24.6% in 2017-2018. The percentage of graduates who completed a Career and Technical Education course of study increased by approximately 7 percentage points to 29% in 2017-2018.

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.

Chico Unified Response:

The primary barrier identified in providing access to a broad course of study for students in grades 7-12 is a lack of scheduling flexibility for individual students due to limitations inherent in the current school schedule, particularly at the grades 9-12.

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?

Chico Unified Response:

Chico Unified School District will continue to offer broad courses of study including: Advanced Placement, Career and Technical Education, International Baccalaureate, GATE (gr. 3-5), honors courses, college level coursework, visual and performing arts, world language, college preparatory, and alternative education.

The district has identified specific innovative/block schedules for the comprehensive high schools and is currently defining negotiable items related to the change in schedule. This change would facilitate access to multiple courses of study, and possibly intervention or re-teaching periods. This change would potentially increase the percentage of time that students with disabilities could be included in the general education program.

At the elementary levels, Chico Unified continues to employ a reading coach to provide teacher support for the improved implementation of targeted small group instruction.

Co-teaching practices in place at five secondary schools and two elementary schools facilitate inclusion practices for students with disabilities

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: **Met**

Criteria:

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years