



CALIFORNIA DASHBOARD LOCAL INDICATORS

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Director of Assessment and Accountability
Board of Education Meeting
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DIVISION OF TEACHING AND LEARNING



CALIFORNIA'S DASHBOARD

California's accountability and continuous improvement model provides information about how Districts and schools are making progress to meet the needs of our diverse student population.





LOCAL INDICATORS

Five indicators based on information collected by school districts, county offices of education and charter schools regarding LCFF priorities:

- **Priority 1:** Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School Facilities
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study





PLEASANTON UNIFIED SCHOOL DISTRICT LOCAL INDICATORS





PRIORITY 1: BASIC CONDITIONS

The Local Educational Agency (LEA) 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.





PRIORITY 1: BASIC CONDITIONS - MET

Data is based on School Accountability Report Card from 2017-2018

- Number/percentage of mis-assignments of teachers of English Learners, total teacher mis-assignments, and vacant teacher positions
 - 11 vacant positions =.02% (based on 600 FTE)
- 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
 - 0





PRIORITY 2: IMPLEMENTATION OF 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.





PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS- PROFESSIONAL DEVELOPMENT- MET

Content Area	1	2	3	4	5
ELA Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)			X		
Math- Common Core State Standards for Mathematics				X	
NGSS Next Generation Science Standards			X		
HSS History Social Science		X			

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks

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





PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS- INSTRUCTIONAL MATERIALS - MET

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)					X
Common Core State Standards for Mathematics					X
English Language Development (ELD) (Aligned to ELA Standards)					X
Next Generation Science Standards (NGSS)				X	
History Social Science Standards (HSSS)	X				

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





PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS - POLICIES AND PROGRAMS - MET

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)			X		
Common Core State Standards for Mathematics			X		
English Language Development (ELD) (Aligned to ELA Standards)			X		
Next Generation Science Standards (NGSS)			X		
History Social Science Standards (HSSS)	X				

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





PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS- OTHER ADOPTED ACADEMIC STANDARDS - MET

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

Rate the LEA's progress implementing each of the identified 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





PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS-SUPPORT FOR TEACHERS AND ADMINISTRATORS - MET

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

Rate the LEA's success at engaging in the identified 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





PRIORITY 3: PARENT ENGAGEMENT

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Self Reflection Tool for Priority 3: Parent Engagement





PRIORITY 3: PARENT ENGAGEMENT - MET

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	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	





PRIORITY 3: PARENT ENGAGEMENT - MET

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	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	





PRIORITY 3: PARENT ENGAGEMENT - MET

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	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 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 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		





PRIORITY 6: SCHOOL CLIMATE

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, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board.





PRIORITY 6: SCHOOL CLIMATE - MET ELEMENTARY

[Link to CHKS Board](#) Presentation on August 28, 2018

[Link to Summary](#) of School Climate Survey Results*

Changes from 2015-2016 to 2017-2018:

- Decrease in the number of students feeling connected to school (53% to 48%)
- Decrease in the number of students experiencing caring adult relationships at school (58 to 52%)
- Decrease in number of students who believe that adults have high expectations of them (54% to 52%)

*Same data as 2018-2019. California Healthy Kids Survey is in progress for 2019-2020





PRIORITY 6: SCHOOL CLIMATE - MET SECONDARY

[Link to CHKS Board](#) Presentation on August 28, 2018

[Link to Summary](#) of School Climate Survey Results*

Changes from 2015-2016 to 2017-2018

- Decrease in the number of students feeling connected to school (between 7% to 8% decrease across grade levels)
- Decrease in the number of students experiencing caring adult relationships at school (between 5% to 8% decrease across grade levels)
- Increase in the number of students who have experienced chronic sadness or hopelessness (between 3% to 4% increase across grade levels)
- Decrease in the number of students in Twelfth Grade considering suicide within the past twelve months (2% decrease)
- Little to no change in alcohol and cigarette use
- 2015-2016 Survey did not include question about e-cigarettes





PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY

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.





PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY - MET

Summary of the extent to which all students have access to and are enrolled in a broad course of study based on the following criteria:

- Locally selected measures or tools used to track access
- Using these measures, the extent to which students have access and are enrolled in a broad course of study
- Barriers preventing access
- Revisions, decisions or new actions LEA will implement or has implemented to ensure access





PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY - MET

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NEXT STEPS

- ❑ After presentation to the Local Governing Board, this information will be submitted CDE.
- ❑ Updated State and Local Indicators will be made public on December 1, 2019





GLOSSARY

- ☐ CCSS: Common Core State Standards
- ☐ FTE: Full Time Equivalent
- ☐ LEA: Local Educational Agency
- ☐ LCFF: Local Control Funding Formula
- ☐ LCAP: Local Control and Accountability Plan
- ☐ LCAC: Local Control Advisory Committee
- ☐ DELAC: District English Learner Advisory Council
- ☐ ELA: English Language Arts
- ☐ ELD: English Language Development
- ☐ NGSS: Next Generation Science Standards
- ☐ HSSS: History Social Science Standards

