

Sylvan Union School District

**California School
Dashboard**

**Local
Indicators**



Board of Trustees Meeting
October 29, 2019

CA School Dashboard Indicators

State Performance Indicators

- ❖ Suspension Rate
- ❖ English Learner Progress
- ❖ Chronic Absenteeism
- ❖ Academics
- ❖ Graduation Rate
- ❖ College/Career

Local Performance Indicators

- ❖ Basic Conditions
- ❖ Implementation of Academic Standards
- ❖ Parent Engagement
- ❖ School Climate
- ❖ Board Course of Study



Indicators by LCFF Priority

LCFF STATE PRIORITY		STATE INDICATORS	LOCAL INDICATORS
1	Basic Services		Basic Conditions at School
2	Implementation of State Standards		Implementation of State Academic Standards
3	Parent Engagement		Parent Engagement
4	Pupil Achievement	Academic Indicator English Learner Indicator	
5	Pupil Engagement	Chronic Absence Indicator Graduation Rate Indicator	
6	School Climate	Suspension Rate Indicator	Local Climate Survey
7	Access to a Broad Course of Study	College/Career Indicator	Access to a Broad Course of Study
8	Outcomes in a Broad Course of Study	College/Career Indicator	

LOCAL INDICATORS**MEASUREMENTS**

1 - Basic Conditions at School

School Accountability Report Cards (SARC)

2 - Implementation of State Academic Standards

Staff Survey on Implementation

3 - Parent Engagement

Marzano Family Survey
Parent Engagement Survey

6 - School Climate

Marzano Staff Survey
Marzano Student Survey
Marzano Family Survey

7 - Access to a Broad Course of Study

Master Schedules and Elementary Course of Study

Local Performance Indicators Criteria

Criteria:

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

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

-
- Annually measure our progress.
 - Report the results at a regularly scheduled public meeting of the local governing board.
 - Upload and publicly report results through the Dashboard.



Basic Conditions - LCFF Priority 1

Performance Standard:

Annually measures progress in meeting *Williams* settlement requirements at all sites and promptly addresses any complaints of deficiencies identified through the academic year.

- Appropriately Assigned Teachers
- Access to Curriculum-Aligned Instructional Materials
- Safe, Clean and Functional School Facilities



Basic Conditions - Appropriately Assigned Teachers

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	21	20	390
Without Full Credential	1	3	4	24
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Basic Conditions - Access to Curriculum-Aligned Instructional Materials

Core Curriculum Areas	Textbooks and Instructional Materials / Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced (K-5) 2016 McGraw Hill Study Sync (6-8) 2016	Yes	0
Mathematics	Eureka Math (K-6) 2014 Utah/Math Vision Project (7-8) 2014	Yes	0
Science	MacMillan Science (K-2) 2007 Houghton Mifflin Science (3-5) 2007 Holt Science (6-8) 2007	Yes	0
History/Social Science	Studies Weekly (K) 2019 Pearson (1-5) 2019 McGraw Hill (6-8) 2019	Yes	0

Basic Conditions - Safe, Clean and Functional School Facilities

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	X			Minor HVAC repairs and routine maintenance performed throughout the year.
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			Year round pest control provided.
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating	X				

School Facility Conditions and Planned Improvement (School year 2017-2018):

Woodrow Elementary School is in good repair and we will continue to provide regular routine repair and maintenance.

Implementation of State Academic Standards - LCFF Priority 2

Performance Standard:

District to annually measure its progress implementing state academic standards



Implementation of State Academic Standards

Instructional Materials Implementation & Teacher and Administrator Support

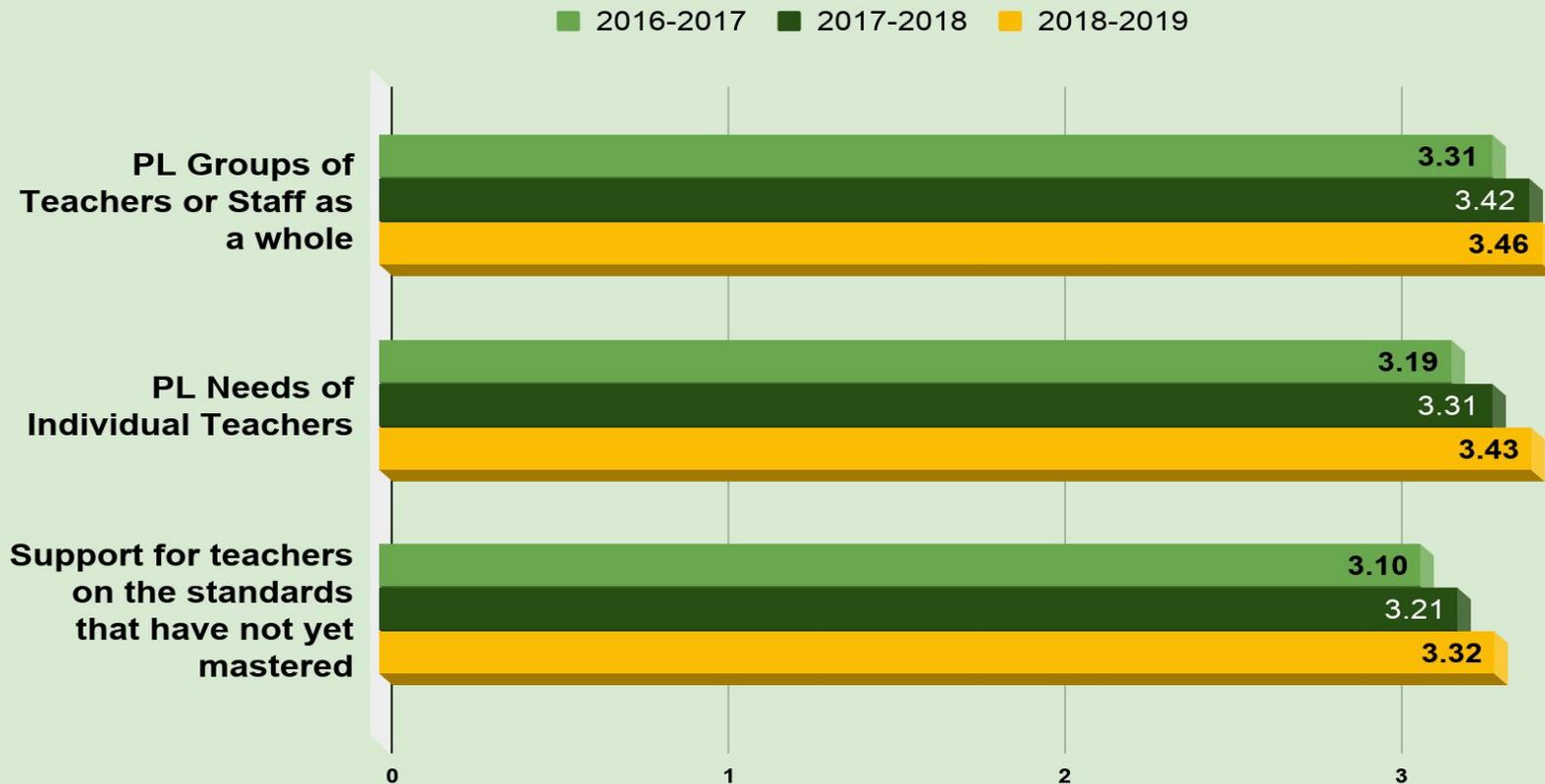


- Providing professional learning for teachers on recently adopted academic standards
- Making instructional materials that are aligned to the adopted academic standards available in all classrooms where the subject was taught
- Implementing academic standards adopted by the state board for all students
- Implementing policies or programs to support staff in identifying area where they can improve instruction aligned to academic standards - this is described as collaborative time or focused classroom walkthroughs

1
Exploration & Research Phase
2
Beginning Development
3
Initial Implementation
4
Full Implementation
5
Full Implementation & Sustainability

Implementation of State Academic Standards

Survey of District's Success at Engaging Activities with Teachers & Administrators



1
Exploration & Research Phase
2
Beginning Development
3
Initial Implementation
4
Full Implementation
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Full Implementation & Sustainability

Parent Engagement - LCFF Priority 3

Performance Standard:

Districts to annually measure progress in:

- 1) seeking input from parents in decision making and
- 2) promoting parental participation in programs



Parent Engagement

Parent Engagement - Input & Participation

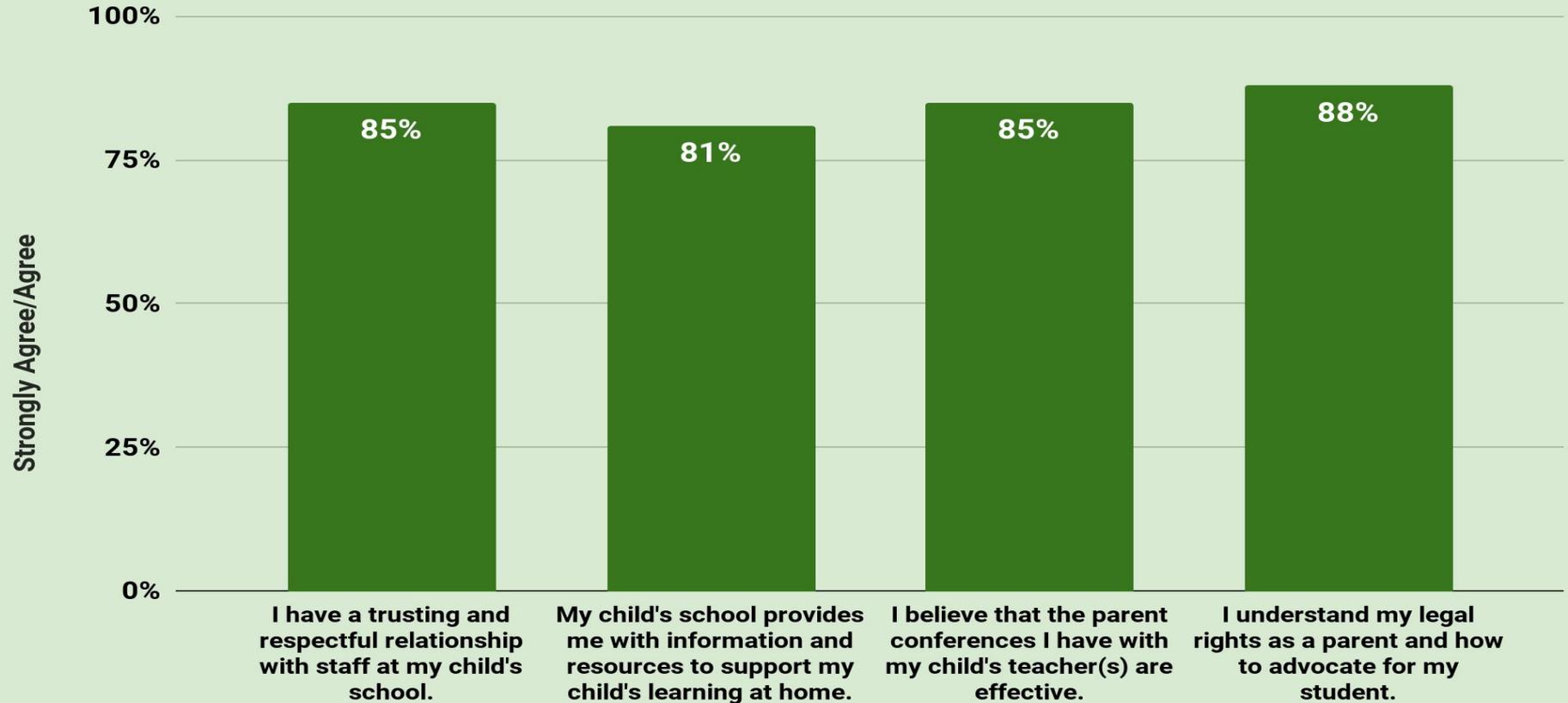
■ Fall 2017 ■ Fall 2018 ■ Spring 2019



1
Strongly Disagree
2
Disagree
3
Neither Agree or Disagree
4
Agree
5
Strongly Agree

Parent Engagement

Parent Survey



School Climate - LCFF Priority 6

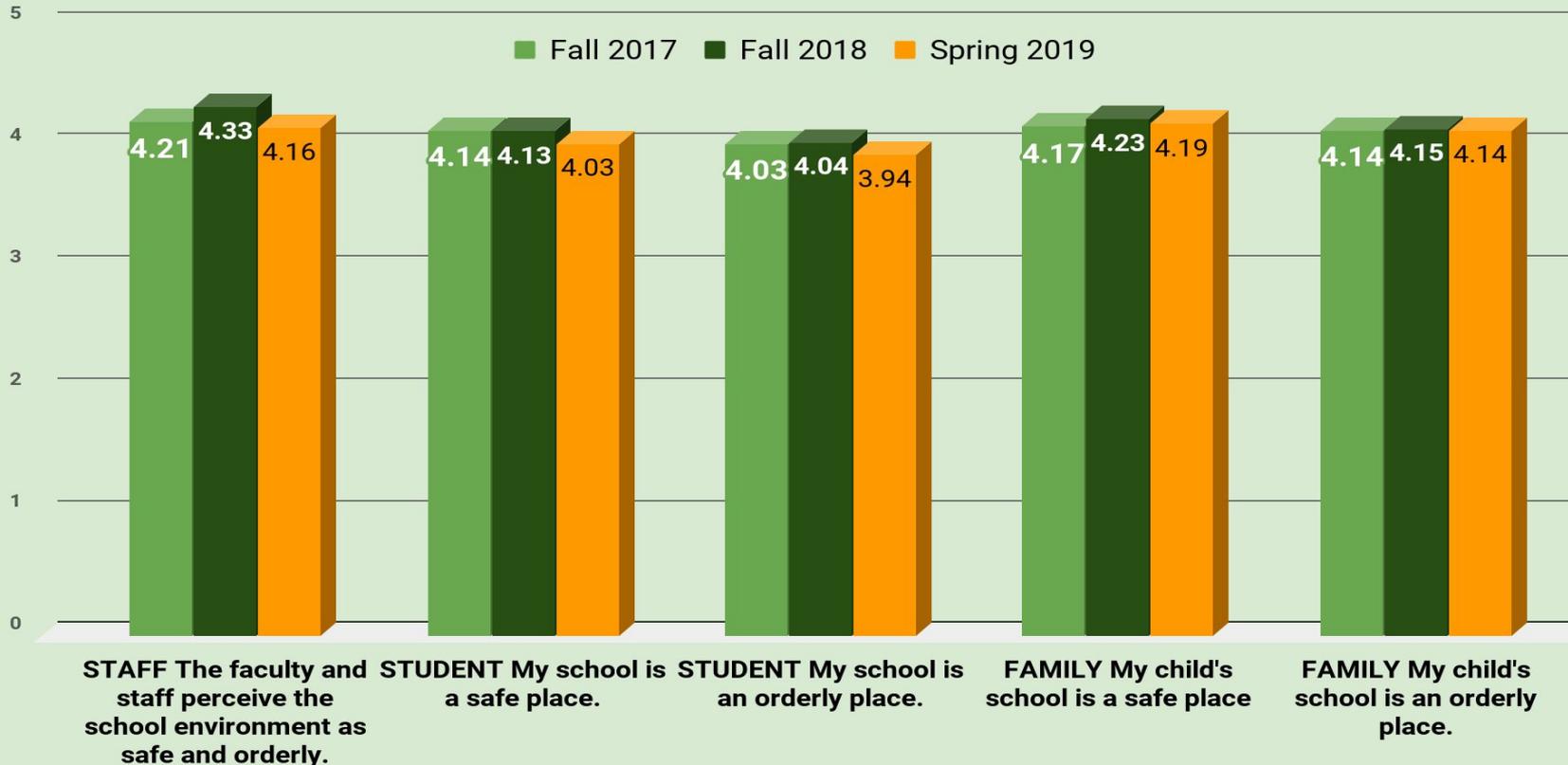
Performance Standard:

Districts are to administer a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness.



School Climate

Marzano School Climate Survey



1
Strongly Disagree
2
Disagree
3
Neither Agree or Disagree
4
Agree
5
Strongly Agree

School Climate

Marzano Student Connectedness Survey



1

Strongly Disagree

2

Disagree

3

Neither Agree or Disagree

4

Agree

5

Strongly Agree

Access to Broad Course of Study - Priority 7

Performance Standard:

- 1) Districts to measure progress in the extent to which students have access to, and are enrolled in, a broad course of courses as specified in Ed Code, including students with exceptional needs.



Access to Broad Course of Study - Priority 7

Master Schedules:

Middle School & Elementary

Middle School Course of Study



Access to Broad Course of Study - Priority 7

Special Education Students:
Access to Core Curriculum

History/Social Science &
Science Core Curriculum



Summary



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

