



2021-22 Local Indicator Report

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Overview

1. Brief review of purpose of report
 2. District report summary
 3. Next Steps
 4. Questions and Answers
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Local Indicators



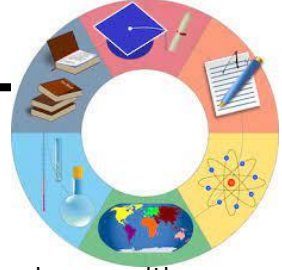
Five Areas:

- i. Basic Services (LCFF Priority 1)
- ii. Implementation of Standards (LCFF Priority 2)
- iii. Parent Engagement (LCFF Priority 3)
- iv. School Climate (LCFF Priority 6)
- v. Course Access (LCFF Priority 7)

The CA Dashboard is the place where progress will be reported/ monitored. **The Board must be consulted on Local Indicators.**

District Local Indicator Report - 2021-22

#1: Basic Services



Areas of Review:

- Number/percentage of mis-assignments of teachers of ELs, total teacher mis-assignments, & vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Tools Used: *School Accountability Report Cards (SARC); Annual Facilities Inspection Tool (FIT) Reviews of Sites & Williams Instructional Materials Report*

Analysis:

Objective Met

- 100% of sites reported excellent on 2021-22 FIT Reports
- 100% of sites reported sufficient instructional materials on 2021 Williams Report
- 100% of teachers with appropriate credentials & Highly Qualified

#2-Standards Implementation

Areas of Review:



- *Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks*
- *Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks*
- *Rate the LEA's progress implementing each of the sets of academic standards*

Tools Used: *Using the CA State Reflection tool on implementation of standards and ongoing review of course syllabi*

Results/Analysis:

Objective Met

- *Through analysis using the State reflection tool at the District level, it was determined:*
 - *The District provides significant PD opportunities on the Standards (as appropriate/needed)*
 - *The District continues to purchase and make available standards-aligned instructional materials*
 - *State standards are being implemented in all subject areas with a relatively high degree of fidelity*

#3-Parent/ Family Engagement

Areas of Review:

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

Tools Used: *Panorama Family/Caregiver Survey*

Results/Analysis:

- Percentage of parents/guardians who respond "favorably" to **2021 Panorama Survey** Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance.": **79% Favorable**
- Percentage of Parents/Guardians reporting "favorably" to **2021 Panorama Survey** related to "opportunities for engagement and effective communication.": **70% Favorable**
- Many other key data points shared in previous presentations this winter



Objective Met

#4 -

School Climate

Areas of Review:



- *LEAs will provide a 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*

Tools Used: Panorama Student Survey (fall/winter 2022)

Objective Met

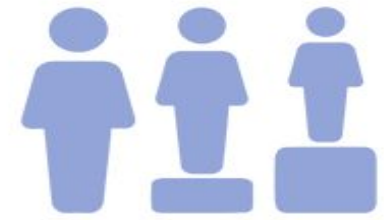
Analysis:

- Percentage increase in the students responding "favorably" to the Panorama survey data related to "Teacher/Student Relationships." **Overall - 52% "Favorable"**
- Improvement in positive student responses to Panorama Survey question, "When there are instances of hate speech [either directed at me or another person] at my school, I see adults respond in a way that makes me feel safe." Overall - **66% "Favorable"**
- Many other data points about Climate/Culture also reviewed at presentation to Board in January 2022

#5 -

Course Access

Areas of Review:



- *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; summarize the extent to which all students have access to, and are enrolled in, a broad course of study; identify the barriers preventing the LEA from providing access to a broad course of study for all students; and identify 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?*

Tools Used: Analysis of relevant LCAP Metrics

Analysis: Reported at January 20, 2022 Board Meeting:

Objective Met

- Maintenance of high levels of overall percentage of 10th graders "on-track" for graduation (89%) - *Fewer students who will be credit deficient downstream*
- Significant improvement in % of SED (from 69% in 2020 to 78% in 2021) & LTEL Students (48% in 2020 to 59% in fall 2021) "on-track"
- Half of all upperclassmen gain access to two or more AP/IB classes while an average of 62% take one or more. Last year's students who do took two or more courses of any group successfully passed their classes with success rates exceeding 90%, with the exception of English Learners at 82%.
- *Differentials among subgroups persist, but some improvements among Latino and Low-income students*
- *How are we addressing?:* Continued counselor outreach/encouragement; AVID & Continued promotion of Dual Enrollment

Next Steps

- Publish findings to California School Dashboard by 09/30/22:
<http://www.caschooldashboard.org>
 - Utilize current data to guide improvement
 - Continue to focus on subgroup goals across each Priority area
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Questions/Answers
