# California Dashboard Local Indicators

November 14, 2017

# State and Local Indicators Overview

| STATE | LOCAL |
|---|---|
| Academic Indicator (English Language Arts and Math) **(Priority 4**) | Basic Services and Conditions **(Priority 1)** |
| English Learner Progress Indicator **(Priority 4)** | Implementation of Academic Standards **(Priority 2)** |
| Graduation Rate Indicator **(Priority 5)** | Parent Engagement **(Priority 3)** |
| Chronic Absenteeism Indicator *(Priority 5)*[1]<br>[1]Available in fall 2018 | School Climate **(Priority 6)** |
| Suspension Rate Indicator **(Priority 6)** | Coordination of Services for Expelled Students *(Priority 9)*[2]<br>[2]For County Office of Education( COEs) only |
| College/Career Indicator *(Priority 7 and 8)*[3]<br>[3] Status only available in fall 2017 | Coordination of Services for Foster Youth *(Priority 10)*[2]<br>[2]For County Office of Education( COEs) only |

# Performance Levels

| State | Local |
|---|---|
| (blue, green, yellow, orange, red colored indicators) | Met<br><br>Not Met<br><br>Not Met for Two or More Years |
| Performance determined by state based on the 5X5 colored table | Performance determined by LEA based on state-created standards |

# Why Local Indicators?

- Reflects the emphasis of "local control"

- Local Education Agencies (LEA) or Districts measure priorities that are oriented more to implementation measurement rather than summative outcome

- Important for the local community to understand the holistic picture of the LEAs/District progress

- Local indicators apply only to LEAs/District not to individual schools

# Engagement and Approval Process

- The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the priority area.

- The approved standards require LEAs to:
  - Annually measure its progress
  - Report the results at a regularly public meeting of the local governing board
  - Publicly report results through the Dashboard

- LEAs demonstrate that the standard is **met** for a local indicator based on whether the LEA *collected and reported* results

# Reporting Data

- For the Fall 2017 Dashboard, LEAs must report on their local indicators by December 1, 2017

    - If the LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the LEA should select **Met.**

    - If the LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as **Not Met.**

# Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

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:

All fields marked with an asterisk (*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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):** *

# Priority 1: Basics

|  | # of Teacher Misassignments | # of Teachers without Full Credential | Students access to Instructional Materials | Conditions of School Facilities -Exemplary, Good, Fair, or Poor |
|---|---|---|---|---|
| Burnett | 1 | 0 | Yes | Good |
| Curtner | 0 | 1 | Yes | Good |
| Pomeroy | 0 | 0 | Yes | Good |
| Randall | 1 | 1 | Yes | Good |
| Rose | 0 | 0 | Yes | Good |
| Sinnott | 0 | 0 | Yes | Good |
| Spangler | 0 | 1 | Yes | Good |
| Weller | 0 | 1 | Yes | Good |
| Zanker | 0 | 0 | Yes | Good |
| Rancho | 0 | 1 | Yes | Good |
| Russell | 0 | 1 | Yes | Good |
| Cal Hills | 0 | 0 | Yes | Good |
| MHS | 0 | 4 | Yes | Good |

# Priority 2: Implementation of State Standards

**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**

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

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

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

**Mathematics – Common Core State Standards for Mathematics**

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

**Next Generation Science Standards**

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

**History-Social Science**

○ 1   ○ 2   ○ 3   ○ 4   ○ 5

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.

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)

# Priority 2: Implementation of State 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**
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

**Health Education Content Standards**
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

**Physical Education Model Content Standards**
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

**Visual and Performing Arts**
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

**World Language**
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

## 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
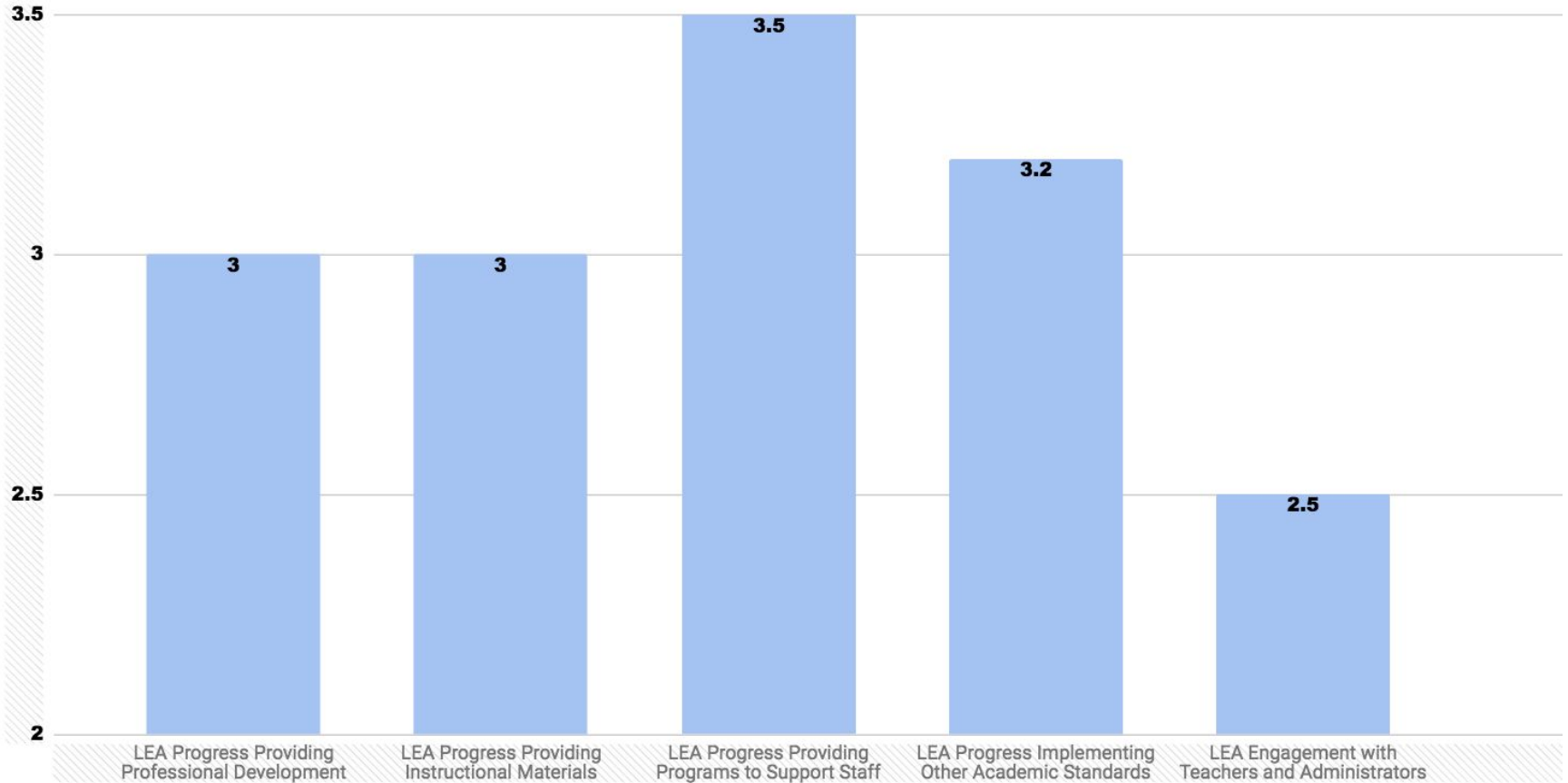○ 1  ○ 2  ○ 3  ○ 4  ○ 5

Identifying the professional learning needs of individual teachers
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

Providing support for teachers on the standards they have not yet mastered
○ 1  ○ 2  ○ 3  ○ 4  ○ 5

Priority 2: Implementation of State Standards

# Priority 3: Parent Engagement

### Welcome, Milpitas Unified!

Home

Optional Narrative

Help Desk

Logout

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Priorities

Priority 1

Priority 2

Priority 3

Priority 6

**Finalize**

## Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

## Option 2: Local Measures

**Summarize:**

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

# Priority 3: Parent Engagement

|  |  | Total District | Elementary | Middle | High School |
|---|---|---|---|---|---|
| Seeking input from parents in decision making | Strongly Agree | 19% | 26% | 14% | 11% |
|  | Agree | 40% | 42% | 43% | 37% |
|  | Disagree | 19% | 14% | 20% | 26% |
|  | Strongly Disagree | 6% | 5% | 8% | 7% |
|  | Don't know/N/A | 15% | 13% | 15% | 19% |
|  |  |  |  |  |  |
| Promoting parental participation in programs | Strongly Agree | 30% | 39% | 32% | 15% |
|  | Agree | 50% | 49% | 50% | 52% |
|  | Disagree | 13% | 6% | 9% | 24% |
|  | Strongly Disagree | 4% | 3% | 6% | 3% |
|  | Don't know/N/A | 4% | 3% | 3% | 6% |

# Priority 6: School Climate

# Priority 6: School Climate

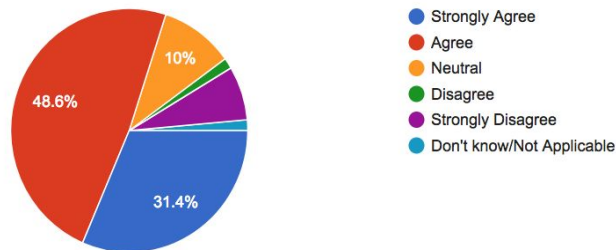## My involvement in my child's education is valued at my school

69 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't know/Not Applicable

40.6%
8.7%
36.2%
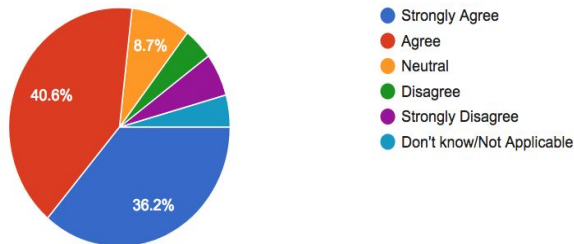
## My child's school respects all cultures and diversity

70 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't know/Not Applicable

38.6%
8.6%
10%
40%
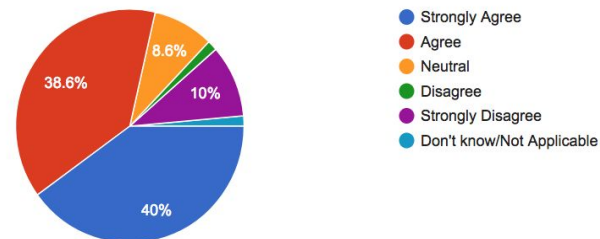
## My child's school is a safe place to learn

70 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't know/Not Applicable

48.6%
10%
31.4%

## My child's school is a friendly environment for students, parents and families.

70 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't know/Not Applicable

11.4%
8.6%
50%
25.7%
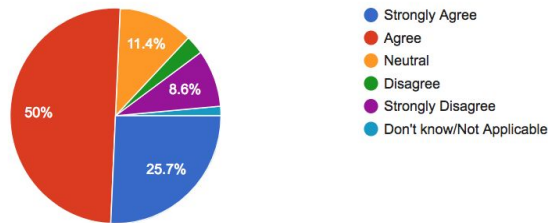
## I am asked what I value about my school

70 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't know/Not Applicable

15.7%
14.3%
17.1%
14.3%
34.3%
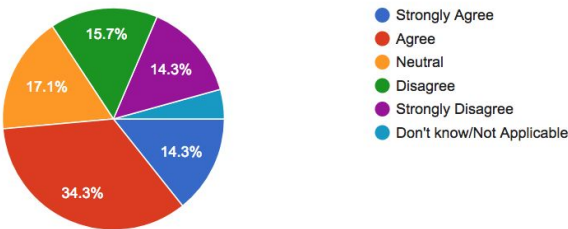
## I am invited to meetings at the school or district and asked to contribute to the group discussions. I believe my voice matters to the decisions made

70 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- Don't know/Not Applicable

12.9%
10%
7.1%
41.4%
24.3%
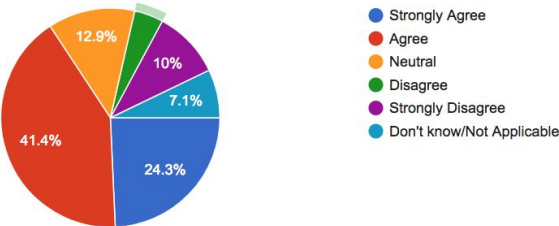
# Shared underlying Interests

- Communication - informed and comprehensive
- Involved and Informed Participation in Decision-making
- Readiness for life after K-12:
    - Life
    - Career
    - Academic
- Personalized learning
- Equity & Closing Gap
- Many and Varied Opportunities/Student Engagement & Investment in Learning
- Effective and Responsible Resource Management
- Staff and teachers working hard, caring and doing their best
- Staff who build rapport (high touch) and model caring
- Instructional time that supports staff to fully cover the intended learning outcomes
- Formative and summative assessment to inform student progress
- School facilities that support student learning and positive & effective learning environment
- Student wellness

# Questions & Comments