

**November 16, 2017**

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**From:** Whitney Holton, Assistant Superintendent, Instructional Services  
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**Subject:** 2017-2018 California School Dashboard Local Indicators  
<https://www.caschooldashboard.org>

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**Narrative:**

Schools in Campbell Union School District, with the exception of Campbell Middle School, are Dependent Charter Schools, which means that the state sees it as its' own entity separate from the others. We do not have one dashboard that gives an overview of all school sites within our district. Our district dashboard has the same information that is on the Campbell Middle School dashboard. To see information about each school, search each school by name. Our district website: <https://www.campbellusd.org> will have a direct link to school site dashboards.

**Priority 1: Basic Services**

Facility Inspection Tool (FIT) Overall School Rating: Good 94% (7/18/2017)

- ❑ Number/percentage of misassignments of teachers of ELs, 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: **12**
  - ❑ Using the Facility Inspection Tool (FIT) overall school rating of “Good” 94%
  - ❑ As of October 2017, 7 of the 12 deficiencies are resolved and there is a scheduled plan for the remaining 5 areas.
- ❑ Assessment of LEA’s Performance: **Met**

Areas of 12 deficiencies during Facility Inspection Tool Evaluation (7/18/2017) and current status (as of 10/26/2017): As of October 26, 2017, 7 of the 12 deficiencies are resolved and there is a scheduled plan for the remaining 5 areas.

Resolved: Media roof leak, B-House roof leak, Gym urinal, Classroom: C4 Door, Blinds, Classroom: C10, C11, C12 lights, and Exterior fountains

Scheduled Repair Plan 2017-2018 School year: Classrooms: A1-A3 interior walls, Gym Flooring resurface, Gym HVAC, Exterior gates, Exterior bird droppings (ongoing)

### **Priority 2: Implementation of State Academic Standards**

Using the dashboard reflection tool, CUSD has an overall rating of Met. The following content areas scored a three or higher, representing full implementation and sustainability: ELA, ELD, Math, Health, World Language, Visual and Performing Arts, and Physical Education. The two areas where we are in exploration or beginning development are NGSS and History/Social Science.

Campbell Union School District began the process of Common Core State Standard Implementation during the 2013-2014 academic year. The Instructional Services department supported educators via ELA, ELD, Math, and NGSS essential standards identification, ELA/ELD and Math curriculum pilots and adoptions with embedded ELD supports, as well as NGSS. As a STEAM focused district, we have established strong partnerships to provide students with extended inquiry-based, hands-on experiences in the areas of visual and performing arts, science, technology, engineering, world languages, and mathematics.

The District Leadership Team uses and analyzes a number of local surveys to identify the professional learning needs of teachers, administrators, and whole school staffs. The detailed work of district-wide teachers on special assignment (TOSA), site level Equity TOSAs, BTSA support providers, demonstration classroom teacher observations, professional learning communities (PLCs), and online professional development, support advancing the professional learning needs of individual teachers.

Administrators at the site and district level, use their knowledge of the teaching practices' standards (TPEs), goal setting meetings, and evaluation cycles to support teachers on the standards that they have not yet mastered.

**Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

Blue highlights represent current Campbell Union School District status as of November 16, 2017.

**1. Rate the LEA’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*

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**2. 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*

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

3. **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*

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History-Social Science					

**Other Adopted Academic Standards**

4. **Rate the LEA’s progress implementing each of the following 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*

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

## Support for Teachers and Administrators

### 5. During the 2015-16 school year (including summer 2015), rate the LEA'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

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

□ Assessment of LEA's Performance: **Met**

### **Priority 3: Parent Engagement**

Campbell Union School District surveys all parents annually using a research-based perception survey that asks families to respond to targeted LCAP correlated statements. Using a 5 point Likert scale, the key findings related to decision-making and promoting parental participation are noted below. Based on the findings, the district leadership plans to increase parent input and participation via virtual (using Thought Exchange) and in-person LCAP listening sessions, as well as through increased teacher use of SeeSaw (online portfolio) to engage parents with daily classroom activities. With the use of other local partnerships (i.e. Uplift Counseling Services), Campbell continues to respond to the needs of the community by integrating academic knowledge, health and wellness, and social child-parent bonding activities to promote a positive home to school connection. We limit barriers to parent participation by ensuring that all activities have interpretation and translation services, include an element of student learning and social emotional development/growth training, and include an element of empowerment, creating parent leaders. The district leadership is developing parent engagement training for school and district staff.

Key findings from the survey related to seeking input from parents/guardians in school and district decision making (Likert scale) 1 = strongly disagree; 2 = disagree; 3 = Neutral; 4 = agree 5 = strongly agree

- a. "I am regularly informed of my child's progress": 4.2
- b. "I feel well informed of what is going on in the school community.": 4.25

Key findings from the survey related to promoting parental participating in programs (Likert scale 1-5)

- c. "I am encouraged to participate in parent events": 3.7
- d. "The school offers parent engagement opportunities that are valuable to me": 3.75

## Survey Selection Rationale

- e. Education for the Future, CSU Chico (Researched-based)
- f. 2017 New survey with questions aligned to LCAP
- g. New Thought Exchange Partnership (increase input)

- Assessment of LEA's Performance: **Met**

## **Priority 6: School Climate**

Campbell Union School District surveys all students annually using a research-based perception survey that asks families to respond to targeted LCAP correlated statements. Campbell also surveys students using the California Health Kids bi-annually. Using a 5 point Likert scale, the key findings related to students' sense of safety and school connectedness are noted below. Based on the findings, the district leadership plans to increase opportunities for ongoing student feedback (in person, via Superintendent/District Administrator chats and online, via a Thought Exchange activity).

Campbell has identified four elements of high quality first instruction: Learning Targets, Assessments, Differentiation, and Responsive Teaching. Under the area of Responsive Teaching, a focus on culturally responsive teaching practices, trauma-informed communities, and positive school climate (PBIS) will support increasing the outcomes around student connectedness as well as feeling safe to take educational risks.

- Key findings from the survey related to school safety.

*(Likert scale) 1 = strongly disagree; 2= disagree; 3= Neutral; 4= agree 5= strongly agree*

- "I am safe": 3.8
- "I am taught to responsibly use the internet and social media.":4.1
  
- Key findings from the survey related to connectedness
  - "Other students treat me with respect.": 3.4
  - "My teacher teacher treats me with respect" 3.9
  - "My teacher listens to my ideas": 3.6
  - "I am recognized for the hard work and effort that I show.":3.5

- Survey Selection Rationale

- Education for the Future, CSU Chico (researched based)
- 2017 New survey with questions aligned to LCAP
- New Thought Exchange Partnership (increase input)

- Assessment of LEA's Performance: **Met**