



California School Dashboard Local Indicators

Board Presentation
November 16, 2017



Purpose of Presentation

- Brief review of California School Dashboard
 - State indicators
 - Local Indicators
- Present local indicators to Board for first time as required by LCFF.



Purpose of the Dashboard

The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement.

caschooldashboard.org

State Indicators

Santa Monica-Malibu Unified - Los Angeles County

Enrollment: 11,240 Socioeconomically Disadvantaged: 23% English Learners: 3% Foster Youth: N/A Grade Span: K-AGE Reporting Year: Spring 2017

Charter School: No

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		11	5
<u>English Learner Progress (K-12)</u>		1	0
<u>Graduation Rate (9-12)</u>		8	2
<u>College / Career</u> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<u>English Language Arts (3-5)</u>		8	0
<u>Mathematics (3-5)</u>		8	0

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)





What are local indicators?

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State BoE approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services
- Implementation of State Academic Standards
- Parent Engagement
- School Climate

Local Indicators only apply to the district, not schools.



How is performance on local indicators measured?

Districts receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: **Met**, **Not Met**, or **Not Met for Two or More Years**.

A District will receive a Met rating if it:

- Annually measures its progress
- Reports results at a regularly scheduled meeting of the local governing board
- Reports the results to stakeholders through the Dashboard



Basic Services

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

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100 percent 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 at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.



Basic Services

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

- ▶ *Not Met*

Number/percentage of misassignments of teachers of English Learners, total teacher misassignments, and vacant teacher positions: **18**

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 (including deficiencies and extreme deficiencies): 2*

*Reported in 2016-17 for Webster and Olympic.



Implementation of State Academic Standards

Standard: LEA annually measures its progress implementing state academic standards. (LCFF Priority 2)

OPTION 1: Narrative Summary

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.



Implementation of State Academic Standards

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

▶ Not Met

The district metric for the implementation of state academic standards is the development of standards-based curriculum guides across all content areas. This metric is embedded in the district's LCAP plan.

For 2016-17, the annual measurable outcome in the LCAP was that 100% of all ELA and Math curriculum guides would be aligned with the Common Core Standards. This measure was achieved.

However, a secondary outcome, that the English Language Development (ELD) standards would be integrated within both the ELA and Math curriculum guides, was not met. This work continues during the 2017-18 school year.



Parent Engagement

Standard: LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs (Priority 3).

OPTION 1: Survey

LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves and summarizes the following in the Dashboard:

- (1) the key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- (2) the key findings from the survey related to promoting parental participation in programs; and
- (3) why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.



Parent Engagement

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

- ▶ *Met*

SMMUSD administered the Family and School Partnerships Survey, developed by K12 Insight. There were 943 responses to the survey out of 7,178 invitations (13%). The survey was selected because it is nationally benchmarked and aligned with ESSA.

Overall, 70% of respondents said they are satisfied with the opportunities to be involved in their child's education.

Less than half (38%) have been asked to share their opinions about what classes or programs their child should take or participate in at school.

A strong majority (85%) of participants said their child's school sees them as a partner in the educational process. However, only 56% of participants feel they have a voice in shaping school policy.



School Climate

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (Priority 6).

LEAs will provide a narrative summary of the local administration and analysis of a climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) on the Dashboard. Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups.



School Climate

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

▶ **Met**

	Grade 7 Count/% Enrollees	Grade 9 Count/% Enrollees	Grade 11 Count/% Enrollees	Non-Trad (Olympic) Count/% Enrollees
2017	772 / 88%	624 / 73%	721 / 84%	25 / 45%
<i>Percentage of students indicating that they perceived their school to be safe or very safe:</i>				
2017	79%	75%	77%	76%
2015	81%	72%	77%	92%
<i>The percentage of students indicating a high level of school connectedness:</i>				
2017	68%	62%	45%	60%
2015	71%	58%	45%	73%

Grade 5 will be administered in alternating years beginning in 2017-18 to meet the Local Indicator requirement of surveying one grade per grade span at least every other year

