

October 10, 2018

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Subject: 2018-2019 California School Dashboard Local Indicators
<https://www.caschooldashboard.org>

Narrative:

Schools in Campbell Union School District, with the exception of Rosemary Elementary, 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 Rosemary Elementary 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 96.4% (7/12/2018)

- 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: **13**
 - Using the Facility Inspection Tool (FIT) overall school rating of “Good” 96.4%
 - As of October 2018, a plan is in place to address the 13 deficiencies.
- Assessment of LEA’s Performance: **Met**

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 October 3, 2018.

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. Prior to the 2017-2018 school year, the district used a 5 point Likert scale paper survey. Based on the findings and lack of diverse participation, the district leadership researched alternative options 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.

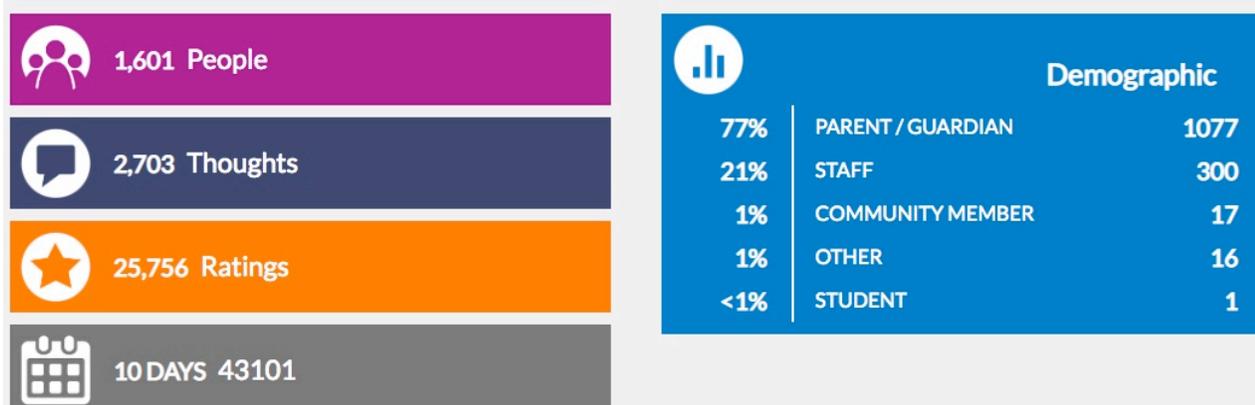
During the 2017-2018 school year, all stakeholders: parents, community members, and staff engaged in a virtual ThoughtExchange experience by addressing two key questions, reviewing peers' thoughts, and rating responses to the following questions:

Question 1: What are some important things that we could improve at our school and/or district?

Question 2: What are some important things that you appreciate about our school or district.

Community participation was strong.

District-wide:



Rosemary:



- 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.

During the 2017-2018 school year, CUSD launched a new survey portocol, ThoughtExchange, to increase all stakeholders' voices. This platform allowed for a wider scope of topics. During the exchange stakeholders responded to two broad questions. For the 2018-2019 school year, stakeholders

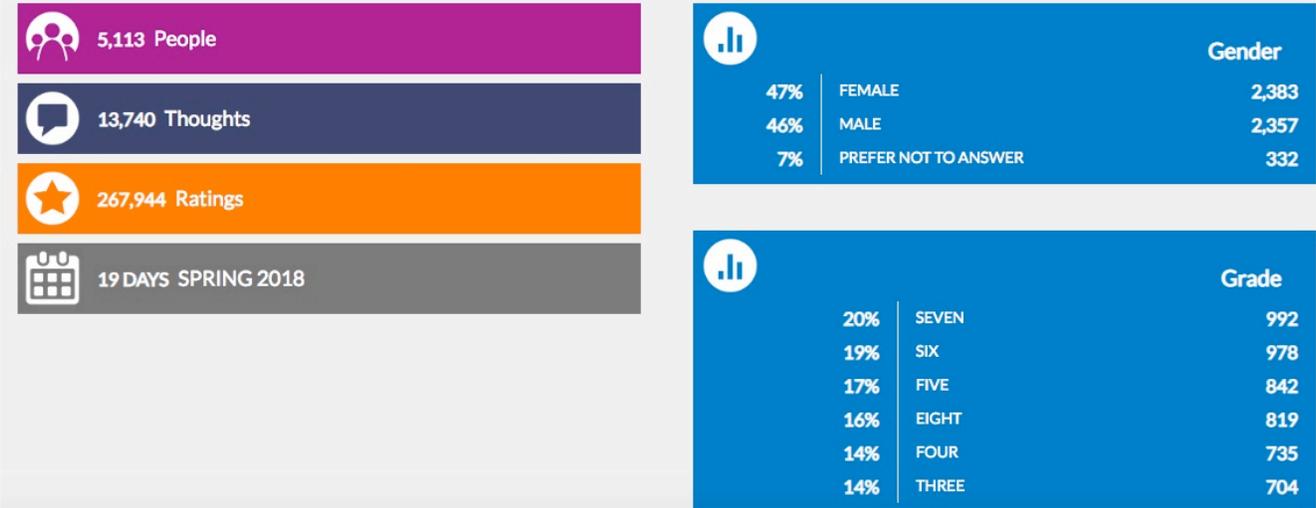
will engage in a similar process using ThoughtExchange to capture stakeholders’ perception on school climate and safety as well as bring to the surface their own responses/topics based on current site needs.

Focus Questions:

Question 1: What do you enjoy most about learning?

Question 2: What would improve your learning experience at school?

District-Wide Student Participation:



Rosemary 3rd-5th grade Student Participation:



Assessment of LEA’s Performance: **Met**