



California School Dashboard: Local Indicators

October 10, 2018

Instructional Services
Governing Board Presentation

CA Dashboard Background

- ❏ 2013 Governor Brown signed the Local Control Funding Formula (LCFF) into law, along with a new accountability system
- ❏ Accountability system principles:
 - ❏ Provide resources more equitably to students with learning and socio-economic barriers
 - ❏ Greater flexibility for educators to serve and respond to their students' needs
- ❏ LCFF requires the State Board of Education to develop an accountability tool known as the Evaluation Rubrics
- ❏ Components of the Evaluation Rubrics will be reported to the public through the California School Dashboard

State Indicators

☐ Methodology for Measuring Performance

- ☐ California Model: Status, Change, and Performance Levels
- ☐ Performance determined by state based on reference charts
- ☐ Focus Areas:
 - ☐ Academic Indicator: English/Language Arts (ELA) and Math (Priority 4)
 - ☐ Chronic Absence (Priority 5)
 - ☐ Suspension Rate (Priority 6)
 - ☐ English Learner Progress (Priority 4)
 - ☐ Graduation Rate *high school (Priority 5)
 - ☐ College/Career *high school (Priorities 7 and 8)

☐ Targeted Student Groups

- ☐ English Learner
- ☐ Socioeconomically Disadvantaged
- ☐ Foster Youth
- ☐ Homeless
- ☐ Students with Disabilities
- ☐ Race/Ethnic Groups

Local Performance Indicators

- ❑ Methodology for Measuring Performance
 - ❑ Local Ed. Agency (LEA) determine whether they have [Met, Not Met, or Not Met for Two or More Years]
 - ❑ Self-reflection tools included in the Dashboard
 - ❑ LEAs will collect and reflect on locally available information relevant to progress on that Local Control & Accountability Funds (LCFF) priority
 - ❑ Information drives next steps, supports conversations across stakeholders, and shifts conversations to “how do we respond.”
- ❑ Approved Performance Standards
 - ❑ Basic Conditions: (Teachers, Access to Curriculum, and School Facilities) (Priority 1)
 - ❑ Implementation of State Academic Standards (Priority 2)
 - ❑ Parent Engagement (Priority 3)
 - ❑ School Climate (Priority 6)
- ❑ Rosemary Elementary School represents Campbell Union School District

Priority 1

(Basic Conditions: Teachers, Access to Curriculum, & School Facilities)

Standard:

LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, and promptly addresses any complaints or other deficiencies identified throughout the academic year.

- ❑ Number/percentage of misassignments of teachers of English Learners (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)

1 = Exploration & Research Phase; 2= Beginning Development; 3= Initial Implementation; 4= Full Implementation; 5= Full Implementation & Sustainability

Standard:

LEA annually measures its progress implementing state academic standards 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 Dashboard.

	Providing professional learning	Aligned instructional materials	Supporting staff in delivering instruction
ELA	4	4	3
ELD	3	3	3
Math	4	4	3
NGSS	2	2	2
HS/Social Sci	2	2	2
	Implementation Progress		
CTE*	2		
Health	3		
Physical Ed	4		
VAPA	3		
World Language	3		
	Identifying professional learning needs of groups of teachers/staff	Identifying professional learning needs of individual teachers	Providing support for teachers' unmastered teaching standards
Support for Teacher and Administrators	4	3	3



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

Priority 3 (Parent Engagement)

Standard:

LEA 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 Dashboard.

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

- ❑ 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.



- ❑ Survey Selection Rationale
 - ❑ 2016-2017 Education for the Future, CSU Chico
 - ❑ 2017 -2018 New survey with questions aligned to LCAP
 - ❑ 2017-2018 New Thought Exchange Partnership (increase input)
- ❑ Assessment of LEA's Performance: **Met**

Priority 6 (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 (e.g. TK-5, 6-8), 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 Dashboard.

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

- ❑ Question 1: What do you enjoy most about learning?
- ❑ Question 2: What would improve your learning experience at school?



- ❑ Survey Selection Rationale
 - ❑ Education for the Future, CSU Chico
 - ❑ 2017 New survey with questions aligned to LCAP
 - ❑ New Thought Exchange Partnership (increase input)
- ❑ Assessment of LEA's Performance: **Met**