

# California School Dashboard Local Indicators

Board Presentation

November 15, 2018



# Purpose of Presentation

Brief review of California School Dashboard

- State indicators
- Local Indicators

Present local indicators to Board





# 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](http://caschooldashboard.org)

# Indicators by Priority

PRIORITY	State Indicator	Local Indicator
<b>Priority 1:</b> Basic Services		<ul style="list-style-type: none"> <li>• Instructional materials, facilities, and teachers</li> </ul>
<b>Priority 2:</b> Implementation of State Academic Standards		<ul style="list-style-type: none"> <li>• Progress in implementing the standards for all content areas</li> </ul>
<b>Priority 3:</b> Parent Engagement		<ul style="list-style-type: none"> <li>• Input from parents/guardians in decision making and promotion of parental participation in programs</li> </ul>
<b>Priority 4:</b> Student Achievement	<ul style="list-style-type: none"> <li>• Academic Indicator</li> <li>• English Learner Progress Indicator</li> </ul>	
<b>Priority 5:</b> Student Engagement	<ul style="list-style-type: none"> <li>• Graduation Rate Indicator</li> <li>• Chronic Absenteeism Indicator</li> </ul>	
<b>Priority 6:</b> School Climate	<ul style="list-style-type: none"> <li>• Suspension Rate Indicator</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions of school safety and connectedness</li> </ul>
<b>Priority 7:</b> Access to a Broad Course of Study		<ul style="list-style-type: none"> <li>• Progress of access and enrollment in a broad course of study</li> </ul>
<b>Priority 8:</b> Outcomes in a Broad Course of Study	<ul style="list-style-type: none"> <li>• College/Career Indicator</li> </ul>	
<b>Performance Metrics</b>	 	Met ♦ Not Met ♦ Not Met for 2 or more years



# How is performance on local indicators measured?

Districts receive one of three ratings:

**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

## Teachers:

- 21 teachers did not have EL authorization
- 4 teacher mis-assignments
- 1 vacant position

## Instructional Materials:

- 0 students without access to instructional materials

## Facilities:

- 6 schools have areas that do not meet the “good repair” standard



# Implementation of State Academic Standards

Progress for recently adopted k-12 aligned **instructional materials, instructional practices, and professional learning** in:

- ELA  $\geq 3$
- ELD  $\geq 3$
- Mathematics  $\geq 4$
- Next Gen Science Standards  $\leq 2$
- History-Social Science  $\leq 2$

Self-reflection tool rating scale:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



# Implementation of State Academic Standards

Progress for implementing state academic standards in:

- CTE = 2
- Health Education = 2
- Physical Education = 4
- Visual and Performing Arts = 5
- World Language = 4

Self-reflection tool rating scale:

- 1 – Exploration and Research Phase
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability





# Implementation of State Academic Standards

Success at engaging with teachers and school administrators to:

- Identify professional learning needs of groups of teachers or staff as a whole = 4
- Identify professional learning needs of individual teachers = 4
- Provide support to teachers on standards they have not yet mastered = 1

Self-reflection tool rating scale:

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

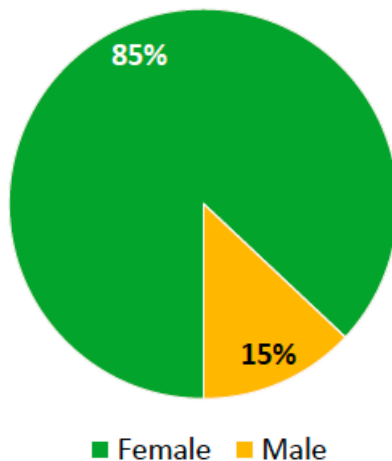
# Parent Engagement

SMMUSD administered the School Quality Survey for Parents, developed by K12 Insight.

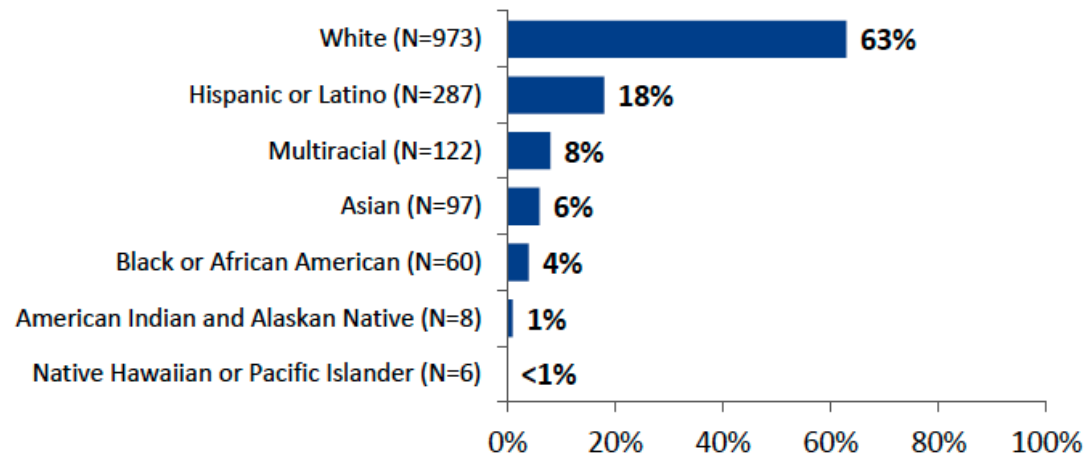
- There were 1,648 respondents to the survey out of 7,278 invitations (23%).

School Year	Number of Invitations Delivered	Number of Responses via Emailed Invitation	Number of Responses via Public Access URL	Total Number of Responses
2017-2018	7,278	1,250	398	1,648
2015-2016	7,212	1,000	517	1,517

Gender



Race/Ethnicity





# Parent Engagement

- 87% of participating parents rated their school as good or excellent.
- 97% agreed or strongly agreed (highest ranking indicator) that families are encouraged to attend school-sponsored activities
- 53% agreed or strongly agreed (lowest ranking indicator) that their school uses family input to improve instruction.



# School Climate

	<b>Grade 5</b> Count/ % Enrollees	<b>Grade 7</b> Count/ % Enrollees	<b>Grade 9</b> Count/ % Enrollees	<b>Grade 11</b> Count/ % Enrollees	<b>Non-Trad (Olympic)</b> Count/ % Enrollees
<b>2018</b>	245 / 28%	726 / 89%	650 / 73%	688 / 80%	28 / 100%
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>					
<b>2018</b>	<b>83%</b>	<b>63%</b>	<b>58%</b>	<b>56%</b>	<b>50%</b>
2017		79%	75%	77%	76%
<i>The percentage of students indicating a high level of school connectedness:</i>					
<b>2018</b>	<b>64%</b>	<b>59%</b>	<b>48%</b>	<b>51%</b>	<b>38%</b>
2017		68%	62%	45%	60%

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

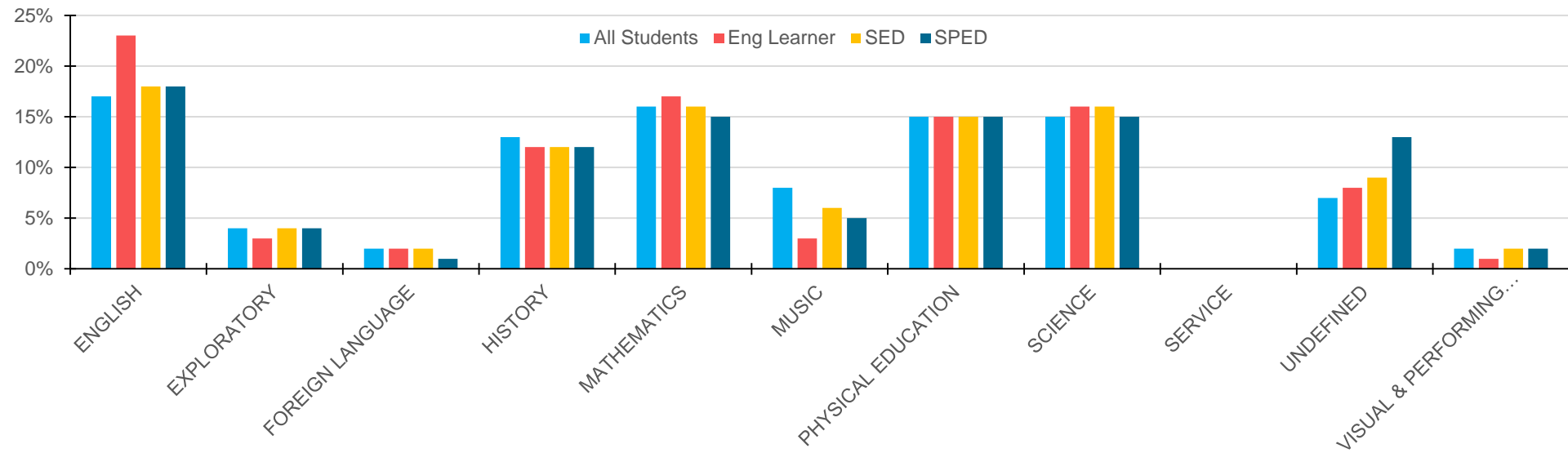
# Access to a Broad Course of Study

*Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable*

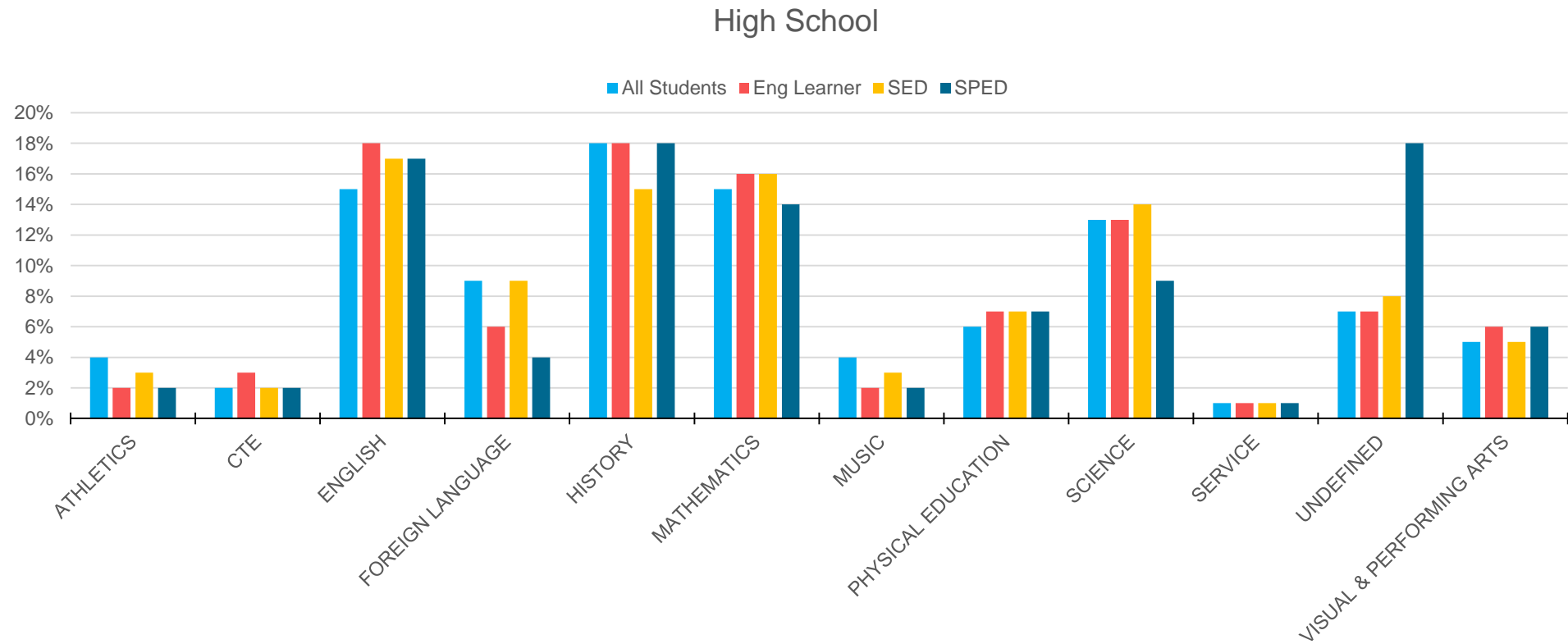
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
<b>ATHLETICS</b>				5%	5%	4%	2%
<b>BUSINESS (Comp Intro)</b>						0.6%	
<b>CTE</b>					1%	3%	4%
<b>ENGLISH</b>	19%	16%	15%	15%	16%	16%	16%
<b>EXPLORATORY (PLTW, Art, etc)</b>	8%	3%	2%				
<b>FOREIGN LANGUAGE</b>		1%	5%	10%	11%	10%	4%
<b>HISTORY</b>	8%	15%	15%	16%	13%	16%	28%
<b>MATHEMATICS</b>	17%	16%	15%	15%	15%	15%	14%
<b>MUSIC</b>	9%	8%	6%	5%	4%	4%	4%
<b>PHYSICAL EDUCATION</b>	16%	15%	15%	10%	9%	4%	3%
<b>SCIENCE</b>	16%	15%	15%	15%	14%	13%	8%
<b>SERVICE</b>			1%		0.6%	1%	3%
<b>UNDEFINED (Tutorial, Advisory, etc)</b>	6%	8%	7%	5%	7%	8%	8%
<b>VISUAL &amp; PERFORMING ARTS</b>	0.6%	3%	3%	4%	5%	6%	6%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>99%</b>	<b>100%</b>

# Broad course of study — by student groups in grades 6-8

Grades 6 - 8

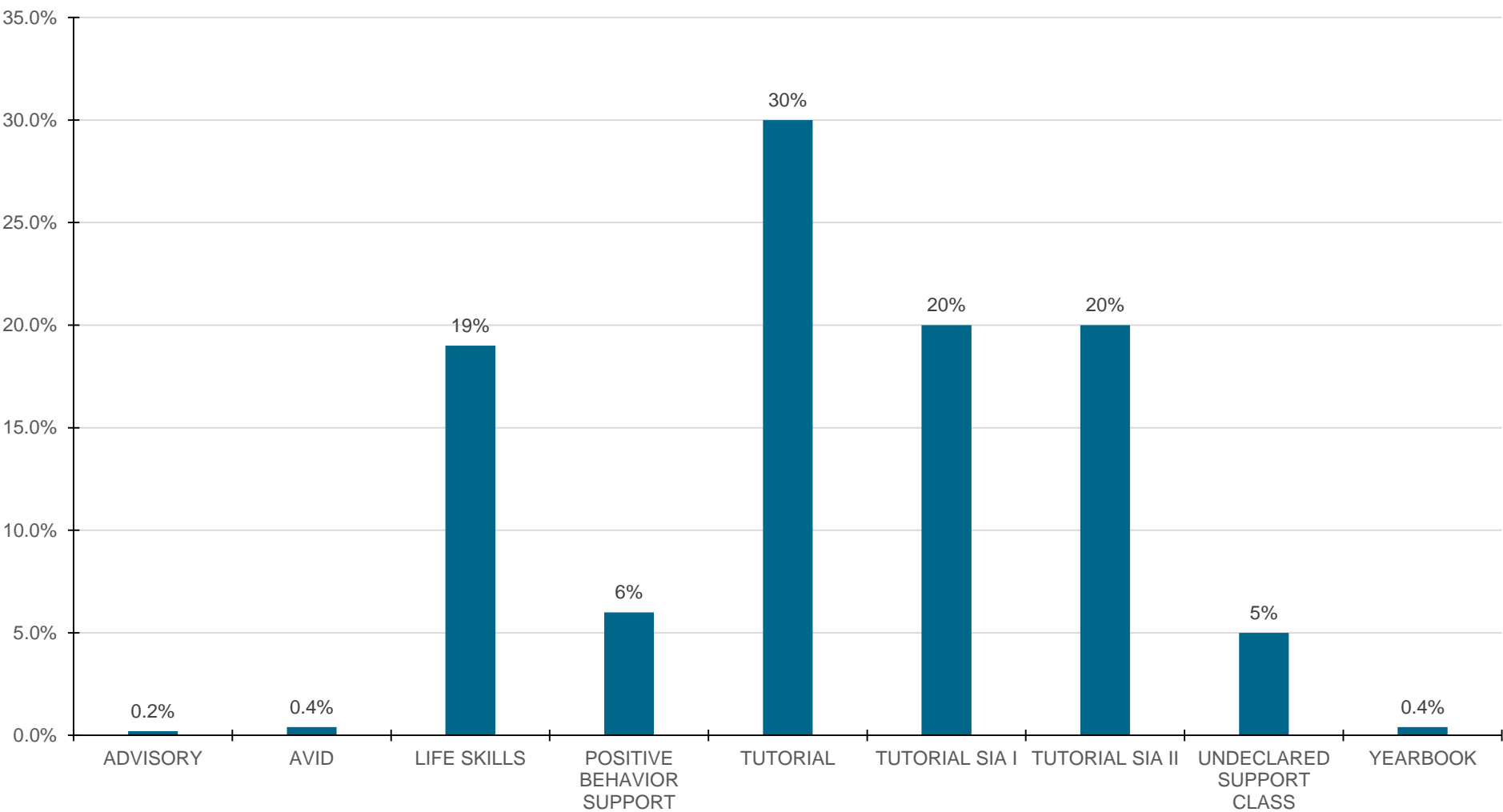


# Broad course of study — by student groups in High School




# Undefined Category — Course Titles

Undefined Category - SPED







# Broad course of study — Elementary schools

- 93% of parents of students at the Elementary school level rated the overall quality of their school as Excellent/Good
  - Middle School – 86%
  - High School – 87%
- 77% of all parents Strongly Agreed/Agreed that their school offers a variety of academic courses (N=1,637)



QUESTIONS