



California School Dashboard: Local Indicators

October 24, 2019

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)
 - ❑ Access to Broad Course of Study (Priority 7)
- ❏ 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: **4**
 - ❑ Using the Facility Inspection Tool (FIT) overall school rating of “Good” 97.12% (7/15/2019)
 - ❑ As of October 2019, a plan is in place to address the 4 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	5	5	4
ELD	4	4	3
Math	5	5	4
NGSS	3	2	2
HS/Social Science	2	2	2

	Implementation Progress
Career Tech. Ed.	2
Heath	3
Physical Ed.	4
VAPA	4
World Language	1

	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 Teachers and Administrators	4	3	3

Assessment of LEA's Performance: Met

Priority 3 (Parent Engagement)

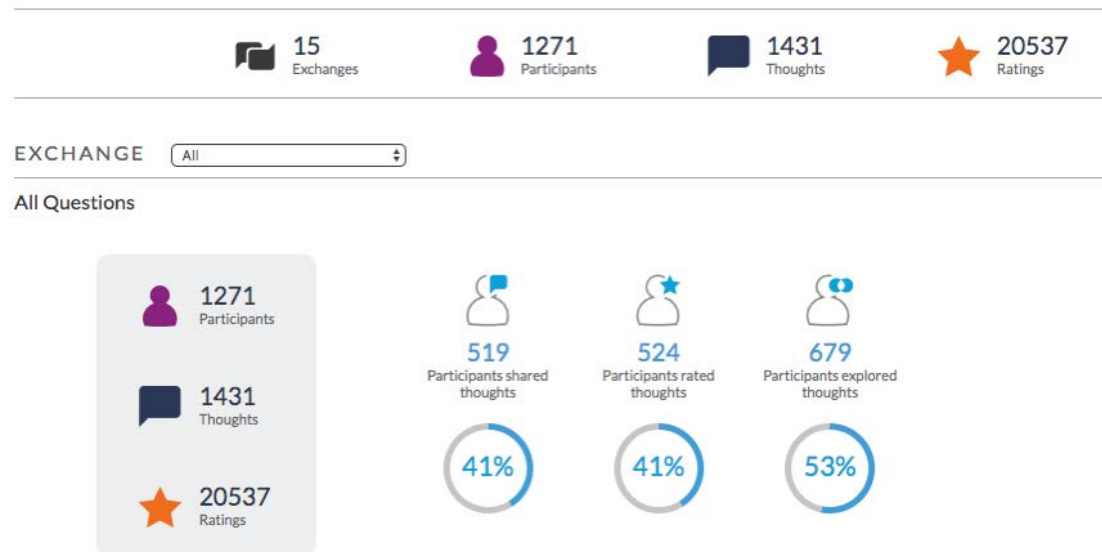
Standard:

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.

Parents/Guardians/Staff

Q1: What are some important things you appreciate about our school district, and what can we focus on in order to improve?

Q2: What are some things that would help you feel more connected to your child's learning at school?



Assessment of LEA's Performance: Met

Priority 6 (School Climate)

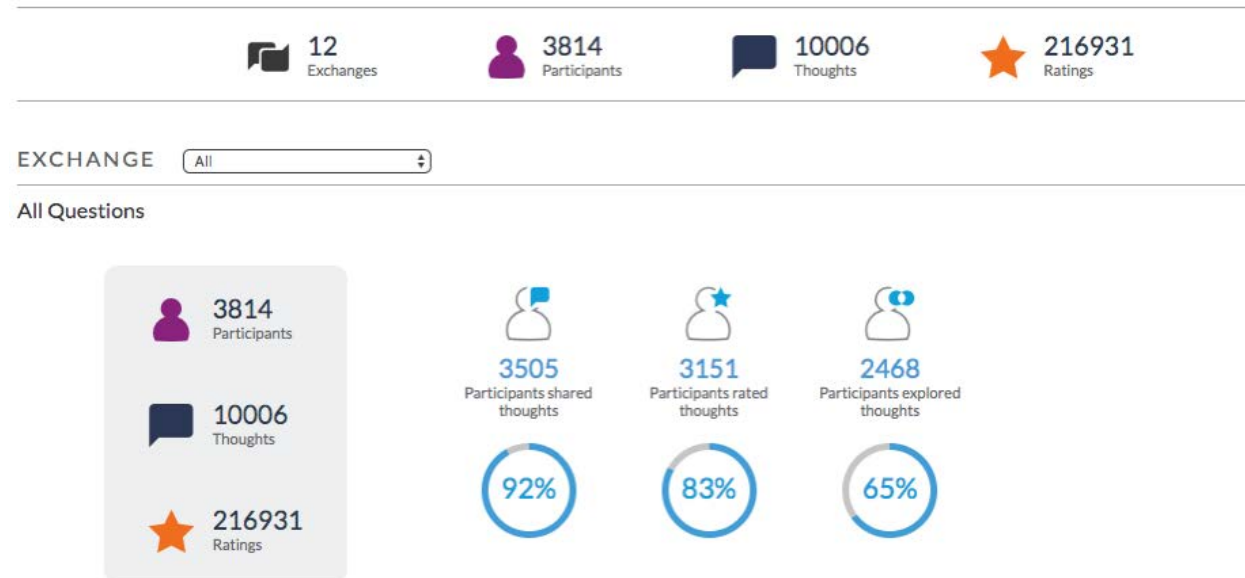
Standard:

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.

Students

Q1: What do you enjoy most about learning at your school?

Q2: What would improve your learning at school?



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

Priority 7 (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, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Reflection Questions:

- Track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.
- Summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.
- Identify the barriers preventing the LEA from providing access to a broad course of study for all students.
- What revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

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