

October 9, 2019

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From: Whitney Holton, Assistant Superintendent, Instructional Services
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Subject: 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

- 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: **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

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, NGSS, Health, Physical Education, Visual and Performing Arts, and. The three areas where we are in exploration or beginning development are History/Social Science, Career Technical Education, and World Language.

In Campbell Union School District we believe in educating each student and maximizing their potential in order to prepare them for a yet to be defined future. Campbell Union School District's vision is that we will be a model for innovative programs and instruction that engages, empowers, and inspires all children to feel safe and thrive. In order to achieve that vision, it is important to understand innovation, empowerment, and inspiration when it comes to educating our diverse population. To fully understand these terms we must begin by understanding our students. We place them at the center of our work and strive to co-create learning opportunities that spark curiosity and passion within them. Empowering them with voice, choice, and pride in who they are is a district focus. Innovative practices allow students to see themselves as creators who will become the change-makers of the future. In Campbell, learning must be purposeful and authentic to take hold. Classroom instruction must be rigorous and aligned to standards so that students can compete at the highest level. We must be inherently focused on outcomes and committed to changing our instructional approach in order to remove barriers for learning. We support staff to become the best they can be by offering a range of professional development in a variety of formats.

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 4, 2019.

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 2018-19 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

Key Participation Counts

	Number of parents/guardians that participated in Thought Exchange	Number of parents/guardians signed up for electronic information (SeeSaw, newsletters, etc.)
Districtwide	920	NA
Blackford	36	578
CSI	90	398
Capri	75	710
Castlemont	54	739
Forest Hill	137	1,039
Lynhaven	49	662
Marshall Lane	74	640
Monroe MS	39	623
Rolling Hills MS	104	1,194
Rosemary	33	544
Sherman Oaks	50	423
Village	43	265

2019 Thought Exchange

During the 2018-2019 school year, all stakeholders: parents, community members, and staff engaged in a virtual ThoughtExchange experience by addressing key questions.

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?

15 Exchanges

1271 Participants

1431 Thoughts

20537 Ratings

EXCHANGE

All Questions



519 Participants shared thoughts

524 Participants rated thoughts

679 Participants explored thoughts



Students

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

Q2: What would improve your learning at school?

12 Exchanges

3814 Participants

10006 Thoughts

216931 Ratings

EXCHANGE

All Questions



3505 Participants shared thoughts

3151 Participants rated thoughts

2468 Participants explored thoughts



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.

Reflection Tool

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Blue highlights represent current Campbell Union School District status as of October 4, 2019.

Content area	1	2	3	4	5
Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					
Rate the LEA's progress in creating welcoming environments for all families in the community.					
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					
Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					

Dashboard Narrative

CUSD hosts a variety of advisories, Principal Coffee, School Site Council, Superintendent PAC, Faculty Senate, Superintendent Student Advisory, DELAC, that engage stakeholders in opportunities to build relationships and engage in 2-way communication using language that is understandable and accessible. CUSD collaborates with a wide variety of community organizations to support the needs of families and students. Our work with School Linked Services and our Community Liaisons is a critical component to the effectiveness of this work. All our schools have Positive Behavior Interventions and Supports (PBIS) systems established that engage students in explicit learning around behavior expectations.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content area	1	2	3	4	5
Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.					
Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					
Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					

Dashboard Narrative Box

CUSD has a variety of ways to engage families to discuss goal setting and how to support their children in school. Families have access to the Parent Portal to view attendance, grades, and state school reports. SeeSaw is app families and students can use to showcase learning and document reflections or learning. Additionally, CUSD offers a fall and spring week of family conferences with support from a robust translator team. The parent handbook is available on-line, active updates of the district website, communications through school messenger. CUSD is working on updating the website to streamline navigation and ensure that the sites are easily accessible to families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Content area	1	2	3	4	5
Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision- making.					
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					
Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					
Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					

Dashboard Narrative Box

CUSD provides training to School Site Council and DELAC members that specifically addresses ways to engage in the planning, designing, implementing, and evaluating of the district and school programs. We work the Family Education Institute at Foothill College FEI serves as a college bridge program where families and educators together grow the skills, tools, and agency to successfully navigate educational systems and build capacity to promote family engagement, school and workforce readiness, and pathways to postsecondary education. The superintendent and the Instructional Services team works via various meetings, working groups, advisories, and surveys to gather feedback from staff and students to inform decision making as well as give feedback in evaluating district and school programs.

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

Priority 6: School Climate

Campbell 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.

For the 2018-2019 school year, students in grades 3-8 participated in the ThoughtExchange to capture their perceptions of school climate and safety as well as bring to the surface their own responses/topics based on current site needs.

Students

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

Q2: What would improve your learning at school?



Rosemary:

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

Priority 7: Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to 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.

Campbell Union School District utilizes PowerSchool, the District adopted Student Information System (SIS), and teacher created schedules monitored by site principals to track and measure access to, and enrollment in, a broad course of study.

2. Using the locally selected measures or tools, 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.

In reviewing school and grade level data in PowerSchool all elementary students had access to a broad course of study outlined by Education Code. Also, our Dual Immersion program at Sherman Oaks provides students with instruction aligned with the Spanish Language Arts Standards.

In the 2018-19 school year, all middle school students had access to a broad course of study as outlined by Education Code. Highlights include AVID, AVID Excel, Multiple levels of Spanish Language courses, a wide variety of Visual and Performing Arts course, and Technology courses. Specifically in 6th grade, the use of an exploratory wheel ensures students have a chance to take three exploratory courses before selecting their electives for 7th and 8th grade.

For our students with disabilities, CUSD is able to offer a full continuum of services. We are able to do a majority of this at our own schools, and when that is not possible we collaborate closely with our County Office of Education and SELPA to ensure that students receive the best instruction possible in the least restrictive environment.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The District has traditionally had difficulty hiring teachers with applied arts credentials. Traditionally we've hired teachers with core subject area credentials and relied on the scope of these credentials, and any other credentials individuals may possess, to develop appropriate and meaningful elective options. This has restricted our ability to provide the desired breadth of elective options.

4. In response to the results of the tool or locally selected measures, 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?

In looking forward, CUSD will look to build more ways to connect elective and exploratory pathways to align with the High School District. Also, CUSD is working to expand the inclusion model that supports students with exceptional needs in accessing a broad course of study.

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