



California School DASHBOARD (<http://www.cde.ca.gov/>)

Appropriately Assigned Teachers, Access to Curriculum Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required Number/percentage of misassignments of teachers of English learners, 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 (including deficiencies and extreme deficiencies):

* 0

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:

* Met

Not Met

Not Met For Two or More Years



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Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency 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 evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1).

Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools. Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Teachers in all grade levels have attended district-led professional development and workshops for all content areas. All teachers have time set aside that include a component of planning and implementation prep time, as well as the opportunity for follow up and coaching/observation opportunities for participating teachers with district instructional specialists. All workshops and trainings include post-event surveys for participating teachers to gather input on effectiveness of the professional development. PVPUSD has made progress in implementing the State Board of Education adopted standards: Mathematics, English Language Arts (ELA), English Language Development, Career Technical Education, Health Education Content Standards, Physical Education, Visual and Performing Arts and World Language. Particularly in the area of mathematics and English Language Arts, PVPUSD has continued success with adoptions of new materials TK-12 for mathematics and TK-8 ELA/ELD. Intermediate Schools are implementing pilot materials of Next Generation Science Standards and professional development continues in this area at all levels. Due to the recent adoption of the History Social Science and VAPA Framework, PVPUSD is at the exploration/beginning development stages for adoption consideration, and continues to provide professional development to teachers on the shifts in instruction with the new Framework. Collectively and individually, all PVPUSD teachers representing the areas listed above have participated in weekly collaboration, as well as professional development to unpack and investigate changes in standards and implications for instruction.

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:

* Met

Not Met

Not Met For Two or More Years



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Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs. The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize: 1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making; 2. The key findings from the survey related to promoting parental participation in programs; and 3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

PVPUSD gathers parent input through an annual LCAP survey, which integrates Parent Engagement and Shared Decision-making into the questions asked annually. In this survey, input is gathered on a variety of other local topics. One those topics is parent participation in schools and the organizations with which they are affiliated in order to be a part of the school and district decision-making process. This survey was selected by the LEA, as it is the only survey that is open to all parents, students, and staff across the district. Approximately 10% of parents across the district completed the survey and the key findings include nearly three-fourths of our families strongly agree that PVPUSD school sites offer a variety of programs for parents to be engaged in within the school community. Additionally, 5% are a part of the Site School Site Councils, over two-thirds volunteer for at the schools, and our PTSA membership is close to 85% across our sites.

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:

* Met

Not Met

Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for parent engagement.

Additionally, there are over 25 members on the District LCAP committee, parent representatives on all District-wide committees (i.e. Facilities Advisory, Technology Committee, Mental Health Task Force, etc.), and each school site has at least one representative on the District English Advisory Committee with participation and attendance at an all-time high.



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School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The 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., K–5, 6–8, 9–12), 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 California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard. Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard.

LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

PVPUSD administers the California Healthy Kids Survey in grades 5 every other year and grades 7, 9, and 11 every year, and utilizes the data to school-wide decisions regarding vision and direction as well as programs (current data reporting is from last administration 2017-18 school year). The CA Healthy Kids is the only survey that every school participates in across the district regarding school climate. In the most recent CA Healthy Kids Survey, 90% of 5th graders and an average of 87% of secondary students took the survey felt safe at school. Additionally, 87% of 5th graders responded that they have a caring adult relationship at school and on average, 72% of secondary students felt they had a caring adult relationship at school.

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:

* Met

Not Met

Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

In the most recent LCAP parent survey, 72% of parents who took the survey felt that the school fosters a climate of safety and 69% believe that the school fosters a climate of support.



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Self-Reflection Tool (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.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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.

Students in PVPUSD are offered a wide variety of offerings across schools--in addition to core curriculum in all grades--and enrollment is monitored by the student information system, administration, and reported to the California Department of Education.

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.

Students are provided academic counseling in elementary and intermediate school to provide information about high school placement and course offerings. Students are provided with instruction aligned to state standards in all grades, as well as remediation opportunities to ensure each student has a chance to arrive to high school at grade level and explore a broad of study to graduate college and career ready. Students are provided with an online course offering handbook (posted for review) and students are provided with a range of co-/extra-curricular offerings throughout their K-12 tenure within PVPUSD.

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.

PVPUSD continues to seek alternate and creative funding as a result of the limited financial support offered to the district. PVPUSD must be diligent in offerings due to limited funds and monitors course enrollment carefully to preserve pathway offerings, remain relevant and rigorous in courses of study to meet student needs.

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?

PVPUSD continues to look into various course offerings, partner with local private and public organizations to provide college and career opportunities to students, and to further meet the needs of identified students in a variety of areas as a result of limited funding. Examples of extended offerings are in the areas of Arts, Media, and Entertainment, Engineering and Architecture, Information and Communication,

Criteria: Please assess the local educational agency performance on meeting the standard by designating the following:

* Met

Not Met

Not Met For Two or More Years