



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

California School Dashboard Local Indicators

Board Presentation

October 17, 2019



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

Indicators by Priority

PRIORITY	State Indicator	Local Indicator
Priority 1: Basic Services		<ul style="list-style-type: none"> • Instructional materials, facilities, and teachers
Priority 2: Implementation of State Academic Standards		<ul style="list-style-type: none"> • Progress in implementing the standards for all content areas
Priority 3: Parent Engagement		<ul style="list-style-type: none"> • Input from parents/guardians in decision making and promotion of parental participation in programs
Priority 4: Student Achievement	<ul style="list-style-type: none"> • Academic Indicator • English Learner Progress Indicator 	
Priority 5: Student Engagement	<ul style="list-style-type: none"> • Graduation Rate Indicator • Chronic Absenteeism Indicator 	
Priority 6: School Climate	<ul style="list-style-type: none"> • Suspension Rate Indicator 	<ul style="list-style-type: none"> • Perceptions of school safety and connectedness
Priority 7: Access to a Broad Course of Study		<ul style="list-style-type: none"> • Progress of access and enrollment in a broad course of study
Priority 8: Outcomes in a Broad Course of Study	<ul style="list-style-type: none"> • College/Career Indicator 	
Performance Metrics	 	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



State Priority 1: Basic Services

Teachers:

- 2 teachers did not have EL authorization
- 3 teacher mis-assignments
- 1 vacant position

Instructional Materials:

- 0 students without access to instructional materials

Facilities:

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



State Priority 2: Implementation of State Academic Standards

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

- ELA ≥ 3
- ELD ≥ 3
- Mathematics = 4
- Next Gen Science Standards ≥ 2
- History-Social Science = 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



State Priority 2: 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



State Priority 2: 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 = **3**
- Provide support to teachers on standards they have not yet mastered = **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



Priority 3 — Parent Engagement

1. Building Relationships between Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Stages of Implementation

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



Building Relationships

Area	Current Implementation Stage	Next Steps
1. Developing Staff Capacity to build trusting and respectful relationships	Beginning Development (2)	Initial Implementation Stage Practices/Programs: Matrix of Bias Restorative Justice Family Engagement Equity Toolkit InnovateEd (SLT, DLT)
2. Creating welcoming environments	Exploration and Research Phase (1)	District and School Family Resource Centers
3. Supporting staff to learn about each family's strengths, cultures, languages and goals	Beginning Development (2)	Initial Implementation Language Justice Trainings Language Access Guidelines and Handbook Instructional Framework Site Leadership Team and District Leadership Team
4. Two-way communication between families and educators using language that is understandable	Beginning Development (2)	Language Justice Trainings Language Access Unit Language Access Guidelines and Handbook



Building Partnerships for Student Outcomes

Area	Current Implementation Stage	Next Steps
5. Professional learning and support to teachers and principals to improve a school's capacity to partner with families	Beginning Development (2)	<ul style="list-style-type: none">• Family Engagement Site Team Meetings• Culturally Responsive Practices trainings and work sessions for principals and staff
6. Progress in providing families with information and resources to support student learning and development in the home	Beginning Development (2)	<ul style="list-style-type: none">• School Smarts• Latino Family Literacy Project• Parent Project• Families for Inclusion, Diversity and Access• Parent University• Parent Conference and Resource Fair



Building Partnerships for Student Outcomes

Area	Implementation Phase	Next Steps
7. 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	Beginning Development (2)	<ul style="list-style-type: none">• Alignment of site-based practices to Family Engagement Framework and objectives• Family Engagement Policy• Family Compact• Families for Inclusion, Diversity and Access (FIDA)• Parent/Teacher Conferences• Family Literacy Nights, Math Nights• Parent Conference and Resource Fair
8. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students	Beginning Development (2)	<ul style="list-style-type: none">• JOY Foundation Partnership• SSC, ELAC, LCAP PAC, LCAP DCC and DACs (DELAC)



Seeking Input for Decision Making

Area	Implementation Stage	Next Steps
9. Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups	Beginning Development (2)	<ul style="list-style-type: none">• Provide on-site level support and training• Implement a monitoring system for all site-based advisory councils• Provide principal training on SSC and ELAC Handbooks with resources
10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	Beginning Development (2)	<ul style="list-style-type: none">• Provide on-going training for ELAC/DELAC, LCAP DCC, LCAP PAC• Provide trainer of trainer model for SSC• Families for Inclusion, Diversity and Access (FIDA) trainings



Seeking Input for Decision Making

Area	Implementation Phase	Next Steps
11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from underrepresented groups in the school community	Beginning Development (2)	<ul style="list-style-type: none">• Family Engagement Policy• Family Engagement Compact• CA Family Engagement Toolkit• Family Surveys, Focus Groups, and, Comprehensive Needs Assessment• Let's Talk Portal• Regional meetings and Annual Updates
12. 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	Beginning Development (2)	<ul style="list-style-type: none">• Family Engagement Policy & Compact• Family Engagement Site Teams• CA Family Engagement Toolkit• Family Surveys, Focus Groups, and, Comprehensive Needs Assessment• Site-level and district-level parent committees

State Priority 6: School Climate

	Grade 5	Grade 7	Grade 9	Grade 11	Non-Trad (Olympic)
Number and percentage of students responding to CHKS survey:					
2017	--	772/88%	624/83%	721/84%	25/45%
2018	245/28%	726/89%	650/73%	688/80%	28/100%
2019	360/44%	835/88%	869/75%	797/56%	21/86%
<i>Percentage of students indicating that they perceived their school to be safe or very safe:</i>					
2017	--	79%	75%	77%	76%
2018	84%	63%	58%	56%	50%
2019	90%	67%	62%	74%	--
<i>Percentage of students indicating a high level of school connectedness:</i>					
2017	--	75%	69%	70%	71%
2018	80%	67%	59%	60%	48%
2019	82%	64%	62%	66%	--

State 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*

Grade 6 – 8 Course Participation Rates

	Grade 6 (N = 876)	Grade 7 (N = 834)	Grade 8 (N = 824)	All (N = 2534)
English	98%	98%	98%	98%
Math	98%	98%	98%	98%
Science	98%	98%	98%	98%
History	*48%	98%	98%	81%
PE	98%	98%	98%	98%

* Many 6th grade students enrolled in Humanities, which includes History, but is categorized as an English Course

Grade 6 – 8 Course Participation Rates

	Grade 6 (N = 876)	Grade 7 (N = 834)	Grade 8 (N = 824)	All (N = 2534)
Foreign Lang	0%	8%	34%	14%
Music	51%	46%	38%	45%
VAPA	3%	20%	19%	14%
Exploratory	37%	10%	5%	17%
Service	1%	1%	6%	2%
Undefined	42%	38%	45%	42%

Grade 6 – 8 Course Participation Rates

	Grade 6 (N = 876)	Grade 7 (N = 834)	Grade 8 (N = 824)	All (N = 2534)
Service	1%	1%	6%	2%
TA/Office Asst	1%	**	6%	2%
Tutor	-	-	**	**
Undefined	42%	38%	45%	42%
Advisory	36%	18%	15%	23%
AVID	-	9%	10%	6%
Elective	1%	4%	5%	4%
SPED Support	5%	6%	6%	6%
Other	-	2%	8%	3%

** Less than 10 students

Undefined – Elective includes courses such as Academic competition, ASB Leadership, Career Exploration and Yearbook

Undefined – Other includes Vision 7/8, and Woodshop

Grade 9 – 12 Course Participation Rates

	Grade 9 N = 905	Grade 10 N = 938	Grade 11 N = 860	Grade 12 N = 922	All N = 3625
English	98%	98%	98%	96%	97%
Math	97%	98%	95%	82%	93%
Science	83%	83%	83%	49%	74%
History	97%	76%	82%	92%	87%
PE/Athletics	97%	86%	48%	40%	68%

Grade 9 – 12 Course Participation Rates

	Grade 9 N = 905	Grade 10 N = 938	Grade 11 N = 860	Grade 12 N = 922	All N = 3625
Foreign Lang	74%	82%	66%	36%	64%
Music	32%	26%	25%	21%	26%
VAPA	23%	31%	41%	34%	32%
PLTW	0%	0%	3%	0%	1%
CTE	4%	10%	23%	21%	14%
Dual Enroll	0%	0%	2%	7%	2%
Service	1%	5%	13%	25%	11%
Undefined	27%	35%	45%	40%	37%

Grade 9 – 12 Course Participation Rates

	Grade 9 N = 905	Grade 10 N = 938	Grade 11 N = 860	Grade 12 N = 922	All N = 3625
Service	1%	5%	13%	25%	11%
SAPID	-	**	**	2%	1%
TA/Office Asst	**	4%	5%	11%	6%
Tutor	-	**	7%	11%	5%
Undefined	27%	35%	45%	40%	37%
Advisory	**	-	**	**	0.4%
AVID	-	7%	8%	5%	5%
Elective	3%	5%	12%	10%	7%
SPED Support	2%	1%	2%	1%	1%
Tutorial/Study Skill	22%	22%	23%	22%	22%
Other	-	-	-	**	**

** Less than 10 students

Undefined – Elective includes courses such as Academic competition, ASB Leadership, Career Exploration and Yearbook

Undefined – Other includes K9 Training

Course Participation Rates by Race/Ethnicity

	Asian N = 359	Af Amer N = 400	Hispanic N = 1961	Multi N = 506	White N = 2857	Other/Unk N = 76
Enrollment %	5%	6%	31%	8%	46%	1%
English	97%	96%	99%	99%	97%	96%
Math	95%	92%	96%	98%	94%	92%
Science	89%	79%	82%	88%	85%	80%
History	80%	86%	84%	84%	85%	82%
PE/Athletics	76%	78%	79%	86%	82%	79%

Course Participation Rates by Race/Ethnicity

	Asian N = 359	Af Amer N = 400	Hispanic N = 1961	Multi N = 506	White N = 2857	Other/Unk N = 76
Enrollment %	5%	6%	31%	8%	46%	1%
Foreign Lang	46%	36%	47%	45%	41%	45%
Music	48%	20%	27%	44%	37%	38%
VAPA	23%	26%	24%	21%	25%	26%
Service	5%	12%	7%	6%	8%	5%
Undefined	25%	44%	42%	30%	39%	29%

Course Participation Rates by Race/Ethnicity

	Asian N = 359	Af Amer N = 400	Hispanic N = 1961	Multi N = 506	White N = 2857	Other/Unk N = 76
Enrollment %	5%	6%	31%	8%	46%	1%
Service	5%	12%	7%	6%	8%	5%
SAPID	**	**	1%	-	**	-
TA/Office Asst	**	6%	4%	4%	5%	**
Tutor	3%	5%	3%	2%	3%	**
Undefined	25%	44%	42%	30%	39%	29%
Advisory	4%	7%	10%	8%	12%	**
AVID	4%	10%	12%	2%	1%	**
Elective	9%	8%	3%	8%	6%	**
SPED Support	**	5%	4%	2%	2%	**
Tutorial/Study Skill	5%	11%	11%	9%	17%	**
Other	**	3%	2%	**	1%	**

** Less than 10 students

Undefined – Elective includes courses such as Academic competition, ASB Leadership, Career Exploration and Yearbook

Undefined – Other includes K9 Training, Vision 7/8, and Woodshop

Course Participation Rates by Subgroup

	Students w/ Disabilities N = 672	English Learners N = 328	Socio-Ec Disadvantaged N = 1386	All N = 6159
Enrollment %	10%	5%	22%	100%
English	94%	97%	99%	98%
Math	86%	94%	98%	95%
Science	73%	80%	87%	84%
History	82%	87%	83%	84%
PE/Athletics	79%	81%	85%	80%

Course Participation Rates by Subgroup

	Students w/ Disabilities N = 672	English Learners N = 328	Socio-Ec Disadvantaged N = 1386	All N = 6159
Enrollment %	10%	5%	22%	100%
Foreign Lang	16%	29%	44%	44%
Music	15%	17%	28%	34%
VAPA	23%	21%	23%	24%
Service	10%	7%	6%	7%
Undefined	75%	37%	44%	39%

Course Participation Rates by Subgroup

	Students w/ Disabilities N = 672	English Learners N = 328	Socio-Ec Disadvantaged N = 1386	All N = 6159
Enrollment %	10%	5%	22%	100%
Service	10%	7%	6%	7%
SAPID	**	**	**	0%
TA/Office Asst	5%	**	3%	4%
Tutor	4%	4%	2%	3%
Undefined	75%	37%	44%	39%
Advisory	10%	11%	10%	10%
AVID	**	7%	11%	5%
Elective	**	**	2%	6%
SPED Support	27%	6%	6%	3%
Tutorial/Study Skill	36%	9%	11%	13%
Other	**	**	3%	1%

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QUESTIONS