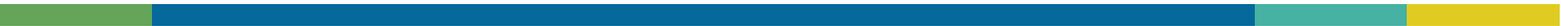


San Mateo-Foster City School District Board of Trustees
1 November 2018



Local Indicators

Jared Prolo, Coordinator of Assessment, Research, and Evaluation
David Chambliss, Assistant Superintendent of Educational Services

Educational Services Department

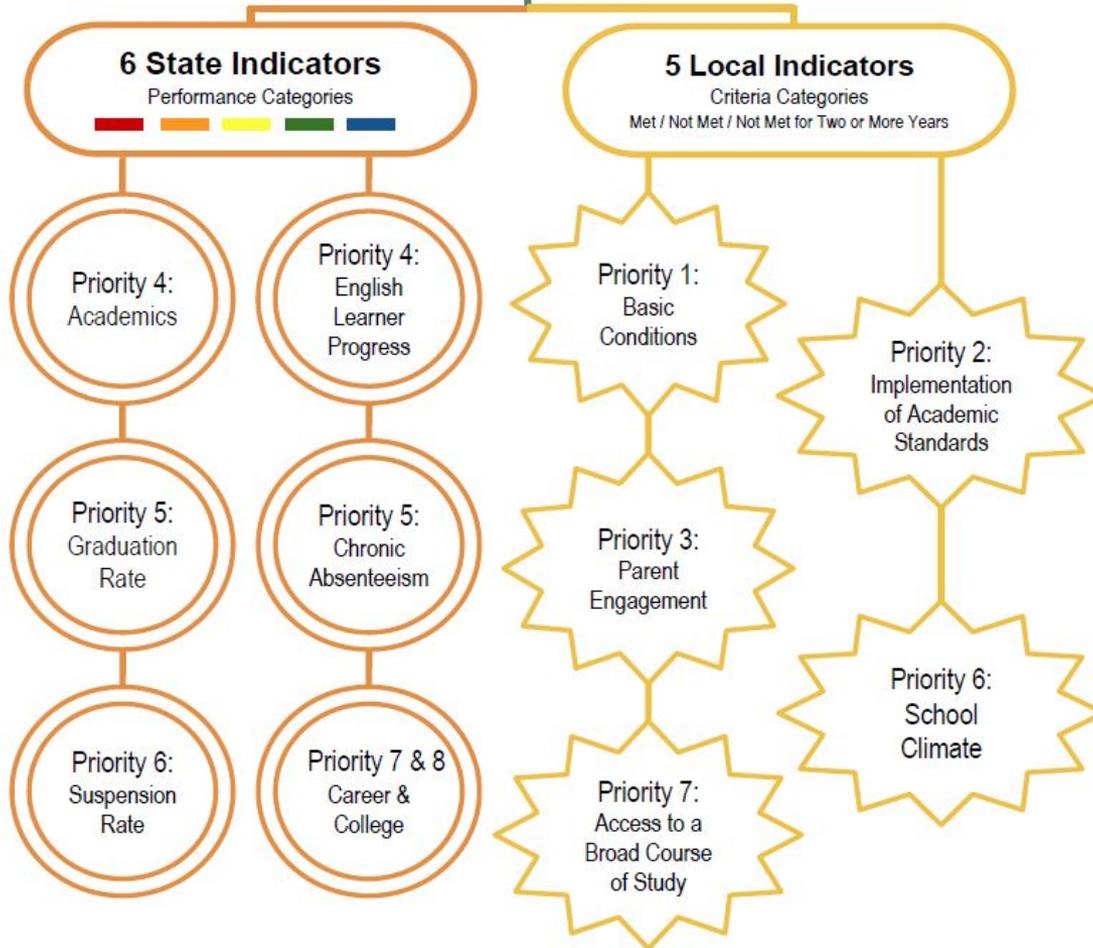
In This Presentation

- ▷ Overview of Local Indicators
- ▷ Summary of Local Indicator Reporting
- ▷ Dashboard Reporting



LCFF Evaluation Rubrics

11 Indicators to Measure Performance



8 State Priorities and Dashboard Indicators



Educational Services



Meeting standard is about engagement in the process, analysis for continuous improvement, transparent reporting of results, and the expectation to incorporate results into the plan.

Priority 1: Basic Conditions

10-5-17 Public Hearing-Sufficiency of Instructional Materials

- ▷ 0 Misassignments of teachers
- ▷ 0 Students without access to instructional materials
- ▷ 0 Facilities not meeting “good repair”

Priority 2: Implementation of Academic Standards

Option 2: Self Assessment



Priority 2: Implementation of Academic Standards

Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks

- ▷ ELA - 4 Full Implementation
- ▷ ELD - 2 Beginning Development
- ▷ Math - 4 Full Implementation
- ▷ NGSS - 2 Beginning Development
- ▷ History/Social Science - 1 Exploration and Research Phase



Priority 2: Implementation of Academic Standards

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:

- ▷ ELA - 4 Full Implementation
- ▷ ELD - 4 Full Implementation
- ▷ Math - 4 Full Implementation
- ▷ NGSS - 1 Exploration and Research Phase
- ▷ History/Social Science - 1 Exploration and Research Phase



Priority 2: Implementation of Academic Standards

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):

- ▷ ELA - 3 Initial Implementation
- ▷ ELD - 2 Beginning Development
- ▷ Math - 2 Beginning Development
- ▷ NGSS - 1 Exploration and Research Phase
- ▷ History/Social Science - 1 Exploration and Research Phase



Priority 2: Implementation of Academic Standards

Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students:

- ▷ Health Education - 4 Full Implementation
- ▷ Physical Education - 4 Full Implementation
- ▷ Visual and Performing Arts - 2 Beginning Development
- ▷ World Language - 1 Exploration and Research Phase



Priority 2: Implementation of Academic Standards

During the 2016–17 school year (including summer 2016), rate the LEA's success at engaging in the following activities with teachers and school administrators:

- ▷ Identifying the professional learning needs of groups of teachers or a staff as a whole - 3 Initial Implementation
- ▷ Identifying the professional learning needs of individual teachers - 2 Beginning Development
- ▷ Providing support for teachers on the standards they have not yet mastered - 2 Beginning Development



Priority 3: Parent Engagement

3-22-18 Family Engagement



Priority 3: Parent Engagement

- ▷ Increased number of participants in DELAC/DAC meetings.
- ▷ Began Family Engagement Learning Institute



Priority 3: Parent Engagement

Six schools brought a together a team of parents, teachers, and administrators and developed a year long implementation plan that focused on school readiness and engagement strategies.

Translation provided at 93% of the community meetings, totaling over 2800 hours of translation services.



Priority 6: School Climate

4-19-18 California Healthy Kids
Survey and Student Wellness



Priority 6: School Climate

Data: High Academic Motivation, good feeling of safety and connectedness. Increase in chronic sad and/or hopeless feelings.



Priority 6: School Climate

Meaning: There is a district-wide call for social-emotional learning and positive school climate initiatives. Students need access to counselling services.

Priority 6: School Climate

Use: Additional counselors were added, as well as a referral and tracking system for service improvement. PBIS expanded with support and training.



Priority 7: Access to a Broad Course of Study

Self-Assessment tool provided by SMCOE.



Priority 7: Access to a Broad Course of Study

All students generally have access to a broad course of study.

Some differences exist between schools largely due to themes and school programs.



Priority 7: Access to a Broad Course of Study

The largest district-wide impediment to access is pull-out interventions in elementary and loss of elective for intervention in middle school.



Priority 7: Access to a Broad Course of Study

Leadership will examine how interventions are delivered and work on less restrictive alternatives.



Summary

- ▷ Priority 1: Met
- ▷ Priority 2: Met
- ▷ Priority 3: Met
- ▷ Priority 6: Met
- ▷ Priority 7: Met

Reporting

Narratives and rubrics uploaded to California School Dashboard.

Results available with Fall public release.





Questions?