California School Dashboard

Annual Status Update on Local Indicators
Fall 2018

Presentation Goals

- **Preview of the revised CA Dashboard - Fall 2018**
- **BUSD Local Indicators - Fall 2018**
  - **Priority One - Basic Services and Conditions at Schools**
  - **Priority Two - Implementation of State Academic Standards**
  - **Priority Three - Parent Engagement**
  - **Priority Six - School Climate**
  - **Priority Seven - Access to Broad Course of Study**

THE DASHBOARD HAS A NEW LOOK

California Department of Education

New Landing Page: Student Population

BERKELEY UNIFIED

Student Population

Explore information about this district's student population.

LEARN MORE	LEARN MORE	LEARN MORE	LEARN MORE
Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
9,809	**33.8%**	**8.9%**	**0.3%**
View More Information →			

New Landing Page: State Indicators

Sacramento Charter High

Explore information about Sacramento Sample District under California's accountability system. All data shown is from Fall 2017.

English Language Arts — Yellow

Mathematics — Orange

English Learner Progress — Blue

College / Career — Green

Chronic Absenteeism — Green

Graduation Rate (Grades 9-12) — Green

Suspension Rate — Green

Basics: Teachers, Instructional Materials, Facilities - Priority One — INDICATOR MET

Implementation of Academic Standards - Priority Two — INDICATOR MET

Parent Engagement - Priority Three — INDICATOR MET

Local Climate Survey - Priority Six — INDICATOR MET

View More Detail: Student Groups

SAMPLE

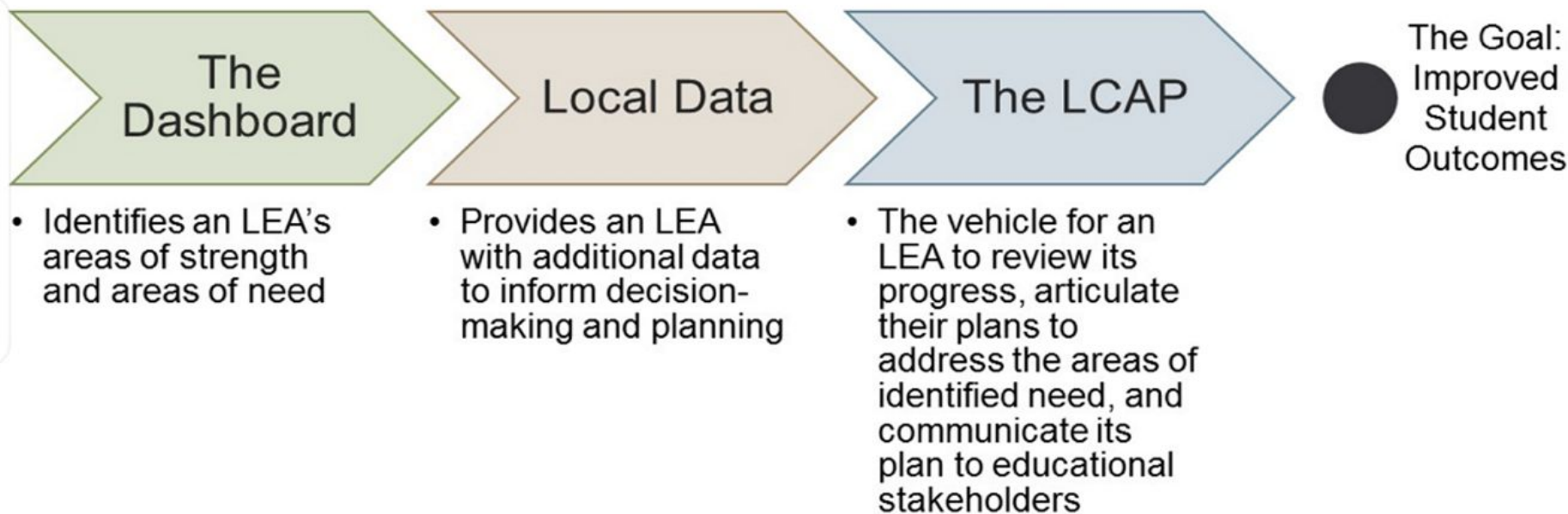| Red	Orange	Yellow	Green	Blue
Students with Disabilities	Asian	Foster	Homeless	Filipino
Socio-economically Disadvantaged	African American	American Indian	Hispanic	Pacific Islander

New Landing Page: Indicator Display

SAMPLE

ABOUT THIS INDICATOR

Graduation Rate (Grades 9-12)

All Students   State

Orange

78% graduating within four years

Declined 3.0%

Equity Report: Student Group Performance
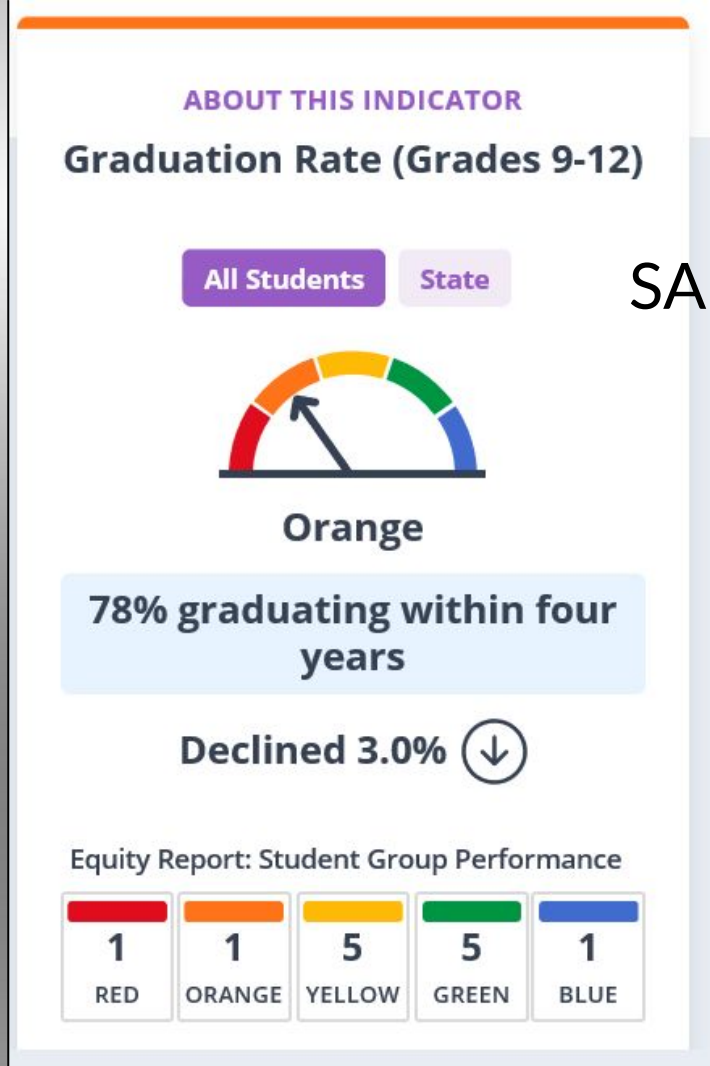
1	1	5	5	1
RED	ORANGE	YELLOW	GREEN	BLUE

The Dashboard Informs the Development of the LCAP

The Dashboard

- Identifies an LEA's areas of strength and areas of need

Local Data

- Provides an LEA with additional data to inform decision-making and planning

The LCAP

- The vehicle for an LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational stakeholders

The Goal: Improved Student Outcomes

BUSD - Local Indicators Fall 2018

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

Number of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions	22 - Mis-assignments of teachers of English Learners 0 - Total Teacher credential mis-assignments 4 - Vacancies
Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0% - students are without the required instructional materials
Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	0 - Incidents during 2017-2018

Priority 2: Implementation of State Academic Standards - Providing Professional Learning for Teaching

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

Subject Area	Rating
English Language Arts – Common Core State Standards for ELA	4
English Language Development (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	3
History - Social Science	2

Priority 2: Implementation of State Academic Standards - Policies or Programs to Support Staff to Improve Instruction

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

Subject Area	Rating
English Language Arts – Common Core State Standards for ELA	3
English Language Development (Aligned to ELA Standards)	3
Mathematics – Common Core State Standards for Mathematics	3
Next Generation Science Standards	3
History - Social Science	2

Priority 2: Implementation of State Academic Standards - Other Academic Standards

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

Subject Area	Rating
Career Technical Education	4
Health Education Content Standards	3
Physical Education Model Content Standards	4
Visual and Performing Arts	4
World Language	3

Priority 2: Implementation of State Academic Standards - Engaging 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*

Subject Area	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	3
Identifying the professional learning needs of individual teachers	3
Providing support for teachers on the standards they have not yet mastered	3

Priority 3: Parent Engagement - Survey

Areas of Strength	Areas of Growth
Survey Implementation ● Updated survey to solely focus on family engagement ● Utilized open-sourced valid and reliable questions **Survey Results** ● Families are being made aware of school-sponsored activities	**Survey Implementation** ● Low response rate ● Survey timing **Survey Results** ● Childcare is the biggest actionable barrier for family engagement (second to families not having enough free time to be more engaged) ● Need for improved awareness of family liaison's role and purpose (elementary) ● Need for improved awareness of counselor's role and purpose (secondary)

Priority 6: School Climate

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.

Areas of Strength	Areas of Growth
Survey Implementation ● Large sample sizes for 7th and 9th grades	**Survey Implementation** ● Smaller sample size for 5th and 11th grades
Survey Results ● Students largely feel safe at school	**Survey Results** ● Because of small sample size, no reliable data for 5th or 11th grade ● School connectedness is low

Priority 7: Access to a Broad Course of Study

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.	a. Enrollment in A - G approved courses b. Access to appropriate instructional materials c. Enrollment in specialized services: ELD, Intervention, SPED d. State and Local Assessment data e. GPA data f. Reclassification data
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.	a. Ensured that all students have access to quality interventions by creating time both during the school day and after school for students to receive direct intervention support services by highly trained teachers and support staff. b. Piloted a new digital assessment tool to inform instruction and interventions.

Priority 7: Access to a Broad Course of Study

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 identified barriers preventing BUSD students access to a broad course of study were : a. Scheduling and programs can impede access to intervention classes b. Inconsistent access and usage of common core aligned instructional materials c. The need for a professional development plan that included offerings for all staff.
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?	The identified barriers preventing BUSD students access to a broad course of study were improved by: a. Strategic course scheduling with easier access to intervention classes b. Closer monitoring of access and usage of common core aligned instructional materials c. Development and implementation of a comprehensive professional development plan that included offerings for all staff

BUSD Local Indicators Fall 2018

Local Indicator	Performance Standard
Priority 1: Basic Services & Conditions at Schools	**Met**
Priority 2: Implementation of State Academic Standards	**Met**
Priority 3: Parent Engagement	**Met**
Priority 6: School Climate	**Met**
Priority 7: Access to Broad Course of Study	**Met**