

# California Dashboard: Local Indicators

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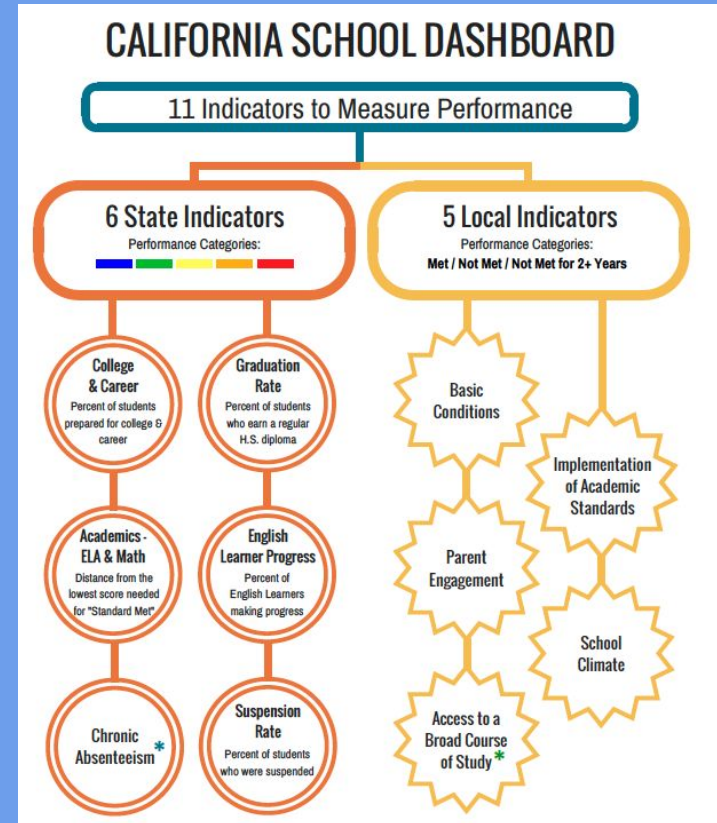
# California Dashboard Accountability Model

The California Dashboard is an accountability model that is designed to help educators and families identify a district or school's strengths and areas for improvement. There are state and local measures annually reported on the dashboard.

# Dashboard Indicators

## ● California Dashboard

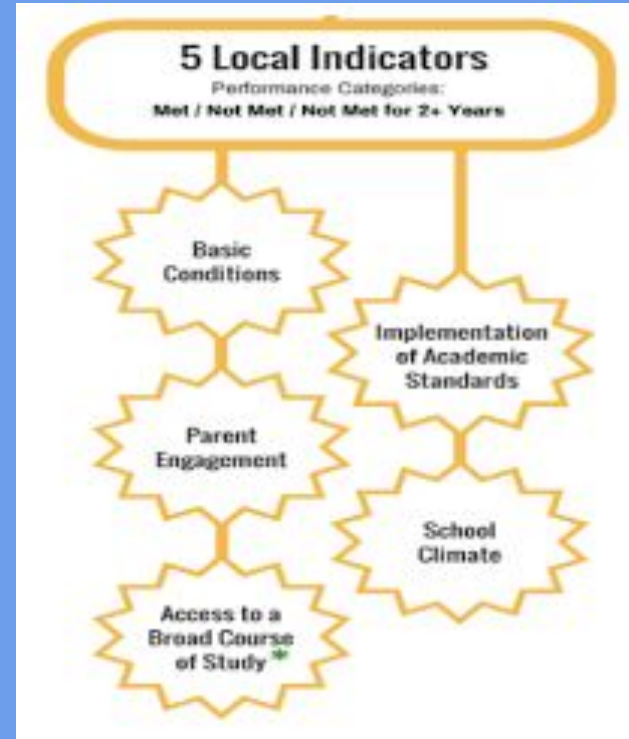
- ▶ Measures performance on State Priorities in 11 areas
- ▶ 6 state indicators
- ▶ 5 local indicators
- ▶ 2018-2019 Dashboard will be released in December.



# Local Indicators

## 5 local indicators

- ▶ Basic Conditions
- ▶ Implementation of State Academic Standards
- ▶ Parent Engagement
- ▶ School Climate
- ▶ Access to a Broad Course of Study



# Reporting

**District performance is reported based on meeting the standard as:**

- Met
- Not Met
- Not Met for Two or More Years

# Priority 1: Basic Conditions - MET

Data is based on School Accountability Report Card from 2020-2021:

## Teachers

Number/percentage of misassignments of teachers of English Learners: **0**

Total teacher misassignments: **0**

Vacant teacher positions: **0**

## Books

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

## Facilities

Number of identified instances where facilities do not meet the “good repair” standard including deficiencies and extreme deficiencies: **0**

# Priority 2: Implementation of State Academic Standards: *Recently Adopted Standards and/or Frameworks- MET*

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

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

Content Area	1	2	3	4	5
ELA- Common Core State Standards for ELA			X		
ELD- (Aligned to ELA Standards)		X			
Math- Common Core State Standards for Mathematics				X	
NGSS- Next Generation Science Standards				X	
HSS- History-Social Science	X				

# Priority 2: Implementation of State Academic Standards: *Availability of Aligned Instructional Materials- MET*

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 & Sustainability

Content Area	1	2	3	4	5
ELA- Common Core State Standards for ELA				X	
ELD- (Aligned to ELA Standards)		X			
Math- Common Core State Standards for Mathematics					X
NGSS- Next Generation Science Standards			X		
HSS- History-Social Science		X			



# Priority 2: Implementation of State Academic Standards: *Policies and Programs to Support Staff- MET*

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 & Sustainability

Content Area	1	2	3	4	5
ELA- Common Core State Standards for ELA			X		
ELD- (Aligned to ELA Standards)		X			
Math- Common Core State Standards for Mathematics		X			
NGSS- Next Generation Science Standards					X
HSS- History-Social Science	X				

# Priority 2: Implementation of State Academic Standards: *Other Adopted Academic Standards- MET*

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 & Sustainability

Content Area	1	2	3	4	5
Career Technical Education		X			
Health Education Content Standards			X		
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language					X

# Priority 2: Implementation of State Academic Standards: *Support for Teachers & Administrators- MET*

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 – Exploration and Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

Area	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			X		
Identifying the professional learning needs of teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

# Priority 3: Parent Engagement- MET

**The LEA measures its performance in this section in three areas:**

- ❑ Building Relationships between School Staff and Families
- ❑ Building Partnerships for Student Outcomes
- ❑ Seeking Input for Decision Making

# Priority 3: Parent Engagement:

## Progress Related to Building Relationships- MET

Rate the LEA's progress in building relationships:

Rating Scale (lowest to highest):

1 – Exploration and Research Phase;

2 – Beginning Development;

3 – Initial Implementation;

4 – Full Implementation;

5 – Full Implementation & Sustainability

Progress Area	1	2	3	4	5
Developing the capacity of staff to build trusting and respectful relationships with families				X	
Creating welcoming environments for all families in the community				X	
Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children			X		
Developing multiple opportunities between the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families				X	

# Priority 3: Parent Engagement: *Progress Related to Building Partnerships for Student Outcomes-* MET

Rate the LEA's progress in 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 & Sustainability

Progress Area	1	2	3	4	5
Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families			X		
Providing families with information and resources to support student learning and development in the home		X			
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				X	
Supporting families to understand and exercise their legal rights and advocate for their own students and all students				X	

# Priority 3: Parent Engagement: *Progress Related to Seeking Input for Decision Making- MET*

Rate the LEA's progress in building relationships:

Rating Scale (lowest to highest):

1 – Exploration and Research Phase;

2 – Beginning Development;

3 – Initial Implementation;

4 – Full Implementation;

5 – Full Implementation & Sustainability

Progress Area	1	2	3	4	5
Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making			X		
Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making			X		
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			X		
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			X		

# Priority 6: School Climate- MET

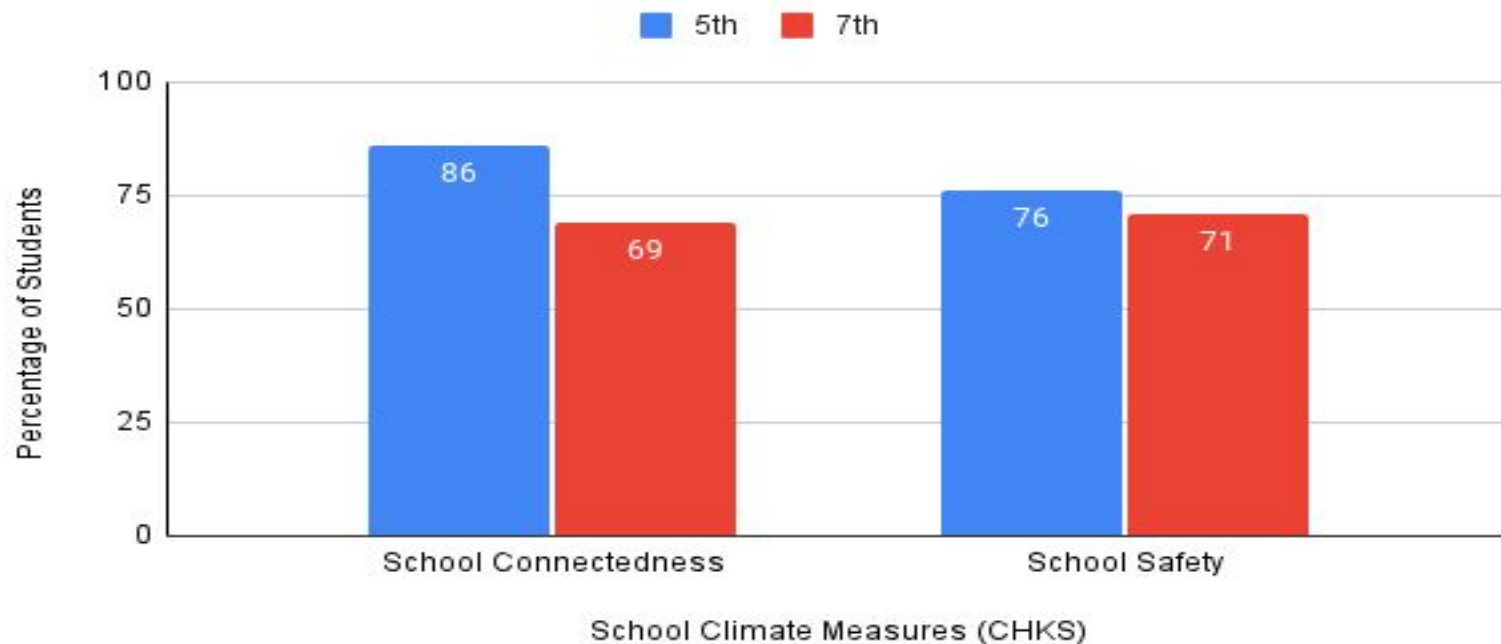
The California Healthy Kids Survey (CHKS) was administered in fall of 2020 to students in grades 5 and 7. It measures key indicators related to school connectedness and student well-being. The CA Dashboard requires LEAs to report on two measures of perceptions surrounding:

- School Safety
- School Connectedness



# Priority 6: School Climate- MET

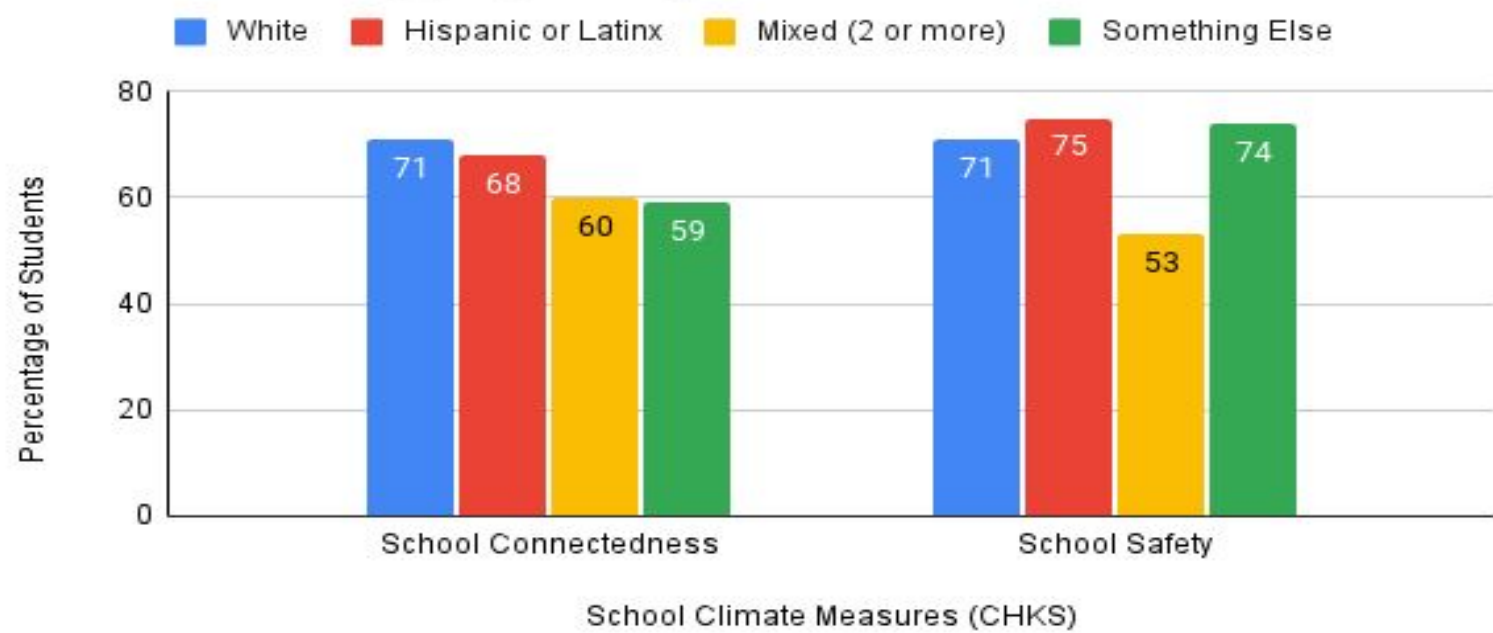
## Student Perceptions of School Connectedness and Safety



# Priority 6: School Climate- MET

## Student Perceptions of School Connectedness and Safety

Based on Race/Ethnicity (7th grade only)



## Priority 7: Access to a Broad Course of Study- MET

The LEA is required to measure its 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.

Using the Student Information System, the Ed Services team compiled a list of courses and then disaggregated enrollment data to determine which students were enrolling in which courses. All students in grades 1-6 have access to a broad course of study. In grades 7-8, all students have access to a broad course of study.

# Next Steps

- ❑ After presentation tonight, this information will be reported to the California Dashboard by October 15, 2021.
- ❑ Updated State and Local Indicators will be made public on December 1, 2021
- ❑ Measurement of Local Indicators is reported through the LCAP process