

# California Dashboard Local Indicators

November 8, 2018



# NEW DASHBOARD LOOK

DISTRICT OVERVIEW (THIS CHANGES DEPENDING ON SCHOOL TYPE)

[View Additional Reports](#)

## 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**

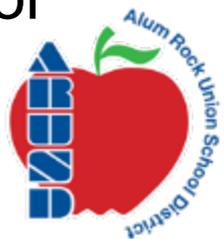
[INDICATOR MET](#)

**Local Climate Survey - Priority Six**

[INDICATOR MET](#)

# Purpose of the Dashboard

- Parents/guardians, educators, other stakeholders and the public can use the Dashboard to **see how local educational agencies and schools are performing under California's new school accountability system.**
- Provides a quick **overview about overall performance** and student group performance on multiple measures of student success.
- Information provided will assist in **identifying strengths, weaknesses and areas in need of improvement** for local educational agencies and schools.



## **State Indicators**

- **Academic Indicators**  
(state Priority 4)
  - ELA Assessment (SBAC scores)
  - MATH Assessment (SBAC scores)
- **Suspension Rate Indicator**  
(State Priority 6)
- **English Learner Indicator**  
(State Priority 5)  
Progress of ELL's
- **Chronic Absenteeism Rate**  
(State Priority 5)
  - New this year

*Not reported in elementary districts-*

- *Graduation Rate Indicator (State Priority 7)*
- *College/Career Indicator (State Priority 8)*

## **Local Indicators**

State approves local indicators and a required self-reflection tool, which is based on information the local Educational agencies collect locally.

- **Basic Services and Conditions of learning** (State Priority 1)
- **Implementation of State Academic Standards**  
(State Priority 2)
- **Parent Engagement**  
(State Priority 3)
- **School Climate** (State Priority 6)
- **Broad Course of Study**  
(State Priority 7)

# Local Indicator District Performance

(self –review)



# State Priority 1 Basic Services

**Standard:** LEA annually measures its progress in meeting the Williams settlement requirements at 100 percent at all its school sites and promptly addressed any complaints or other deficiencies identified throughout the academic year.

**Local Indicator:** self reflection tool

1. Number/percentage of mis-assignments of teachers of English learners	1
2. Total of teachers mis-assignments	1
3. Vacant teacher positions	9
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	9

Good Repair	Deficient Repair	Extreme Deficient Repair
207	9	0

**Standard:** LEA annually measures its progress implementing state academic standards

**Local Indicator:** Self reflection tool/narrative

### Self Reflection Tool Rating Scale

(teachers rated progress on a survey)

- 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



# State Priority 2

1. Providing professional learning for teaching to the CCSS/CA

Framework:

ELA – 3

ELD -3

Math- 3

NGSS- 2

History/SS- 1

2. Making instructional materials aligned to CCSS in all classrooms where subjects are taught:

ELA – 4

ELD - 4

Math- 4

NGSS- 1

History/SS- 1

3. Implementing policies or programs to support staff in identifying areas that they can improve in delivery of instruction aligned to CCSS

(collaboration time, focused classroom walkthroughs, teacher pairings).

ELA – 4

ELD - 4

Math- 4

NGSS- 1

History/SS- 1



# State Priority 2

4. Progress in implementing each of the academic standards adopted by the State Board of Education

Career Technical Education – 1

Health Education Content Standards – 1

Physical Education Model Content Standards – 2

Visual and Performing Arts – 3

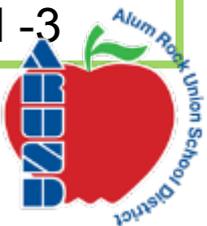
World Language – 1

5. Success at engaging in the following activities with teachers and school administrators:

Identify PL needs of groups of teachers and staff – 3

Identifying the PL needs of individual teachers – 3

Providing support for teachers on the standards they have not yet mastered -3



# State Priority 3 Parent Engagement

**Standard:** LEA annually measures its progress in:

- seeking input from parents in decision making
- promoting parent participation in programs

**Local Indicator:**

District Parent Survey (Panorama)

Local Metrics



# State Priority 3

## Parent Engagement

### District Climate Survey –Highlights

**Family Engagement**

- The degree to which families became involved with and interact with their child's school

95% families responded favorably

**Strong Sense of belonging**

95% of families responded favorably

**School makes us feel connected**

95% of families responded favorably

**Belonging to a safe school environment**

85% of families responded favorably

**I feel welcomed to participate at school**

96% of families responded favorably

**School staff treat me with respect**

97% of families responded favorably

**School staff welcomes my suggestions**

94% of families responded favorably

# State Priority 6 School Climate

**Standard:** LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, to students in at least one grade within the grade span that the LEA serves (eg. K-5, 6-8)

**Local Indicator:**

- District Parent Survey (Panorama)
- District Student Survey (Panorama)
- District Staff survey (Panorama)



# State Priority 6

## School Climate

### District Climate Survey – Highlights

<b>Parents believe that schools are safe</b>	85% of families responded favorably
<b>Parents believe that their child feels welcomed by school staff</b>	94% of families responded favorably
<b>Students feel that schools are safe</b>	73% of students responded favorably
<b>Students consider schools to be clean?</b>	69% of students responded favorably
<b>Students consider schools to be in good repair</b>	78% of students responded favorably

# State Priority 6

## School Climate

### District Climate Survey – Student Survey

<b>Strong teacher-student relationship</b>	73% elementary	57% middle school
<b>Feeling a strong sense of belonging</b>	76% elementary	57% middle school
<b>Positive school climate</b>	76% elementary	75% middle school

# State Priority 7 Broad Course of Study

**Standard:** annually measures progress in the extent which students have access to, and are enrolled in, a broad course of study that includes the adopted courses – including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

**Local Indicator:** Self reflection –Narrative



# State Priority 7

- In Grades 1-6 all students participate in a broad courses of study.
- Established instructional minutes
- Health Education is delivered in partnership with an outside agency as well as integrated in the physical education time.
- Most grade 4-5 students have a weekly music class and access to instrumental music and/or choir.
- EL students have access to the curriculum as it is an integrated part of their core curriculum in ELA as well as designated ELD time.
- Many special education teachers / Paraeducators push into the regular education classes in order to provide support to SWD as they receive instruction in the core classes.
- Differentiated instruction by the classroom teacher throughout the day allows course access.

- In Grades 7-8 all students are given schedules that include all courses of study.
- Many middle schools offer an array of elective classes
- CTE is incorporated into the STEAM classes and AVID.
- EL students, depending on level take a supplemental ELD class to provide them supports to better understand the courses of study.
- RSP and SDC students have access to all broad courses of study in their designated classes, in a mainstream class or with push in supports from staff.
- Differentiated instruction by the classroom teacher throughout the day allows course access. Family Life is provided in conjunction with partners.

# State Priority 7

## Identified Barriers

- Exploration and research phase in the areas of career technical education, more comprehensive health education program
- In some Middle School schedules do not allow some students that are designated EL or with IEP's to have access to electives.

In review, all elementary school students had access to a broad course of study as outlined by Education Code with the following exception:

- Visual and Performing Arts in the lower elementary grades.

In review, all middle school students had access to a broad course of study as outlined by Education Code with the following exceptions:

- Choice of electives - some SWD, RTI students and EL students had double periods which did not allow them to access electives.



# Next Steps

- Upload data to the Dashboard – anticipated release on December 3
- Continue work on eight state priorities
- Administer Survey in the spring