



California School Dashboard Local Indicators

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Overview



- Background
- Local Indicators by Priorities
- How performance is measured on the Local Indicators
- CSD Local Indicators & Overall Result
- Questions



Definition: Local Indicator

For LCFF priorities where data is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data.

- Broad Course of Study (New)



Indicators by Priority

Priority		State Indicator	Local Indicator
1	Basic Services	N/A	Rate of teacher misassignment Access to standards-aligned curriculum Facilities in good repair
2	Implementation of State Standards	N/A	Academic content Performance standards
3	Parental Involvement	N/A	Efforts to seek parental input in decision making Promotion of parent participation
4	Pupil Achievement	Standardized test scores English learner proficiency and reclassification rates Evidence of college and career readiness	N/A
5	Pupil Engagement	Attendance rate Chronic absenteeism Middle School dropout	N/A
6	School Climate	Suspension rate Expulsion rate	Sense of safety and connectedness (School Climate Survey)
7	Course Access		Pupil enrollment in a broad course of study, including core academic subjects, STEM, world languages, the arts, health, career technical education, and PE

Performance Standards

The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. The approved standards require the LEA to:

- Annually measure its progress.
- Report the results at a regularly scheduled public meeting of the local governing board.
- Upload and publicly report results through the Dashboard.



Local Indicators by Priority



Priority 1: Basic Services

Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

Prompt	Description	Outcome
Teacher mis-assignments	Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions.	0
Student access to instructional material	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	0
Conditions of school facilities	Number of identified instances where facilities do not meet the "good repair" standard.	0

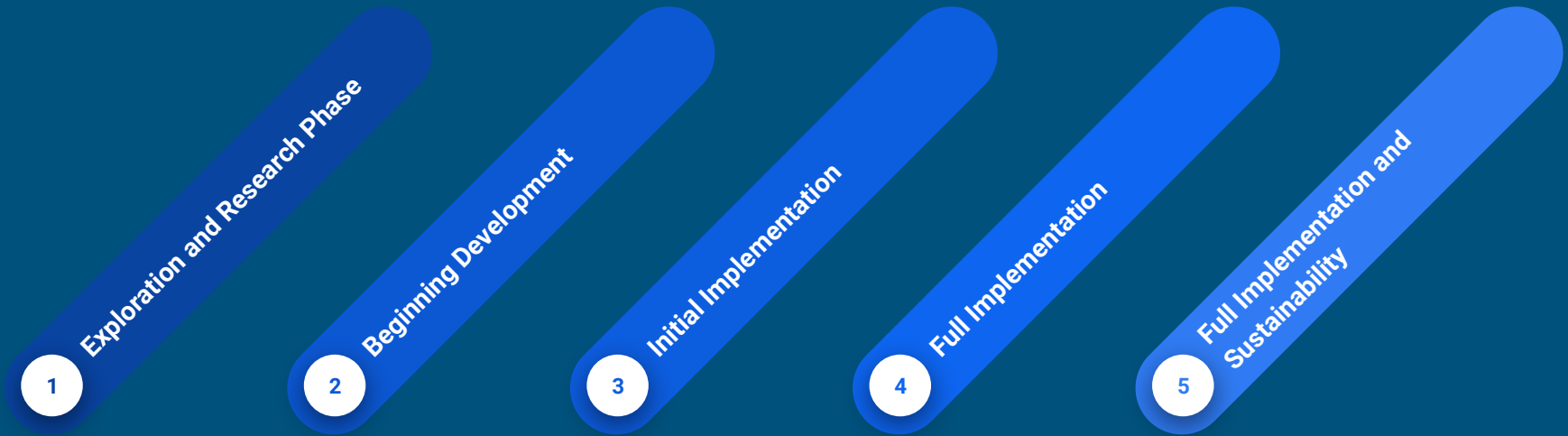
Priority 2:

Implementation of State Academic Standards

1. Providing professional learning for adopted academic standards and/or curriculum frameworks.
2. Aligning instructional materials to the adopted academic standards and/or curriculum frameworks and access.
3. Implementing policies or programs to improve instruction aligned to the adopted academic standards and/or curriculum frameworks.
4. Implementing each of the other adopted academic standards.
5. Engaging in the following activities with staff in identifying professional learning needs and support for staff on the standards they have not yet mastered.

Priority 2: Implementation of State Academic Standards

Self Assessment Tool:
Measuring Progress per the following Rating Scale
(1- lowest to 5 - highest)



Priority 2: Implementation of State Academic Standards

...adopted academic standards and/or curriculum frameworks	ELA/ELD Framework	State Standards for Mathematics	Next Generation Science Standards	History/ Social Science
1. Progress in providing professional learning for teaching to the...	4	5	3	2
2. Progress in making instructional materials that are aligned to the...available in all classrooms.	4	5	3	2
3. Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the...	4	5	3	2

Priority 2: Implementation of State Academic Standards

	Career Technical Education	Health Education Content Standards	Physical Education Model Content Standards	Visual and Performing Arts	World Language
4. Progress in implementing each of the following academic standards adopted by the state board for all students.	5	4	5	3	4

	Identifying the professional learning needs of groups of teachers or staff as a whole	Identifying the professional learning needs of individual teachers	Providing support for teachers on the standards they have not yet mastered
5. Success rate at engaging in the following activities with teachers and school administrators	4	4	3

Priority 3: Parent Engagement

Using a self-reflection tool to address the following practices in family engagement and identify which stage of implementation best indicates the LEA's current level of achievement:

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

Priority 3: Parent Engagement

Input from Stakeholder		2016-17	2017-18	2018-19
CSD LCAP Community Survey	Number of people who responded to the LCAP survey	524	747	781
Parents Involvement in School	Based on LCAP Survey question "To what extent do you feel involved in school life at your child's school?"	NA	76%	86%
DELAC Needs Assessment Survey	Number of EL parents who responded to the survey	58	91	123

Priority 3: Building Relationships

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

Content area	1	2	3	4	5
Progress in developing the capacity of staff to build trusting and respectful relationships with families.				X	
Progress in creating welcoming environments for all families in the community.					X
Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			X		
Progress in developing multiple opportunities for 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: 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 and Sustainability

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

Priority 3: Seeking Input for Decision Making

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

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

Priority 6: School Climate

Based on the administration of a local climate survey, provide a narrative summary and analysis of student perceptions of school safety and connectedness.

- PBIS School Climate Survey - Spring 2019: All students in Grades 3-8
- Percentage of students in grades 3-8 who responded “Often” or “Always”.

Survey Questions	2018	2019	Change
I like school.	64%	70%	6%
I feel like I do well in school.	73%	76%	3%
My school wants me to do well.	89%	90%	1%
My school has clear rules for behavior.	89%	89%	0%
Teachers treat me with respect.	89%	89%	0%
Good behavior is noticed at my school.	63%	67%	4%
I get along with other students.	80%	78%	-2%
I feel safe at school.	81%	81%	0%
Students treat each other well.	69%	64%	-5%
There is an adult who will help me if I need it.	78%	81%	3%
Number of Students	1879	1841	

Priority 7: Broad Course of Study (New)

Identify the local measures/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:

- Instructional Program Data
- Track Physical Education Minutes
- Powerschool

Broad Course of study for grades 1-6: CA Education Code (EC) 51210	Broad Course of Study for grades 7-12: CA EC 51220(a)-(i)
<ul style="list-style-type: none">● English● Mathematics● Social Sciences● Science● Visual and Performing Arts● Health● Physical Education● Other studies that may be prescribed by the governing board	<ul style="list-style-type: none">● English● Social Sciences● Foreign Language● Physical Education● Science● Mathematics● Visual and Performing Arts● Applied Arts● Career Technical Education

Priority 7: Broad Course of Study

Summarize the extent to which all students have access to, and are enrolled in, a broad course of study.

Elementary Schools

In reviewing school and grade level data for the 2018-19 school year all elementary students had access to a broad course of study as outlined by CA Ed Code 51210.

Middle Schools

In reviewing student schedules and associated data for the 2018-19 school year all middle school students had access to a broad course of study as outlined by CA Ed Code 51220(a)-(i) with the following exceptions:

- Nutrition - Price Middle School

Identify the barriers preventing the district from providing access to a broad course of study for all students in 2018-19.

Middle Schools






- Daily schedule provided English Learners limited options for more opportunities for additional electives.

Priority 7: Broad Course of Study

Share the revisions, decisions, or new actions implemented for 2019-20 to ensure access to a broad course of study for all students.

- All sites are implementing the new ELA/ELD Curriculum for Grades PK-8.
- Continuing to explore and pilot various science curriculum, review the social studies framework and the VAPA standards and resources.
- Continued implementation of STEAM at all sites.
- Continue to offer a variety of options for World Language and Career and Technical Education courses in grades 7-8.
- Review and potentially revise master schedule to include elective choices for significant student groups.

Overall CSD CA School Dashboard Local Indicator Summary Results

Priority Areas	Met	Not Met	Not Met For More Than 2 Years
Priority 1: Basic Services			
Priority 2: Implementation of State Academic Standards			
Priority 3: Parent Engagement			
Priority 6: School Climate			
Priority 7: Board Course of Study			

Board Discussion

Questions or
Comments?

Next Steps



- Submit Local Indicator Summary Results to the CA School Dashboard by November 1st for CSD & each charter school.
- Review summary results with stakeholders and update LCAP actions and services as needed to address areas of needs improvement.