
LCAP Update: California School Dashboard Local Indicators

Board Meeting
June 18, 2025
Agenda Item No.
XX

Presented by:
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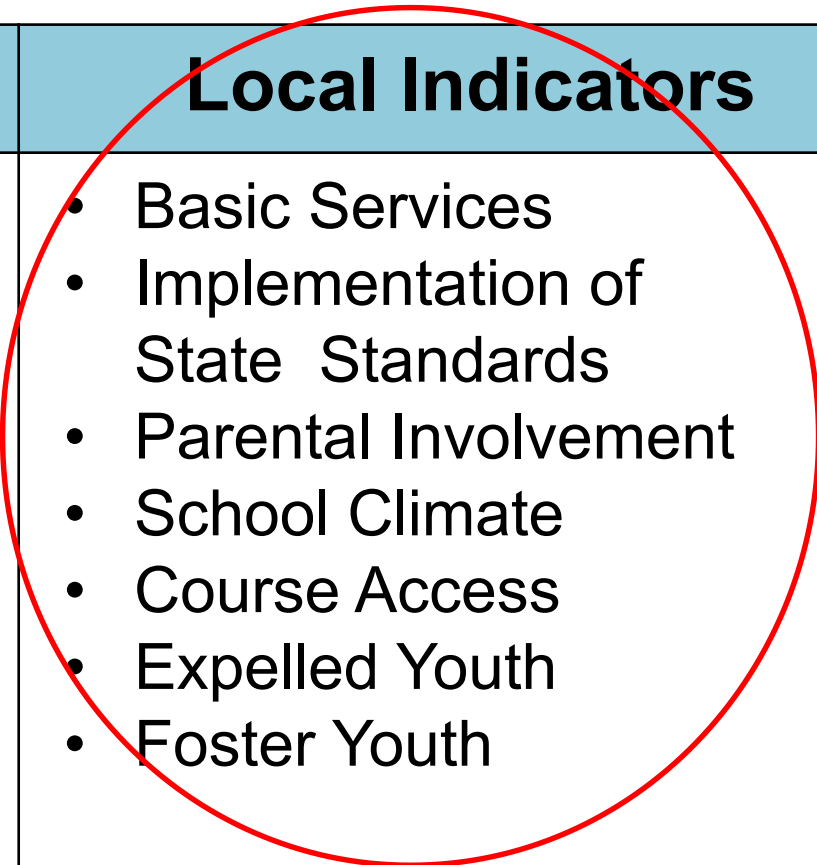
Dashboard Performance Rating

The rating used for the Local Indicators is: Met / Not Met /Not Met for Two Years

To reach the rating of Met, districts must by August 1, 2025:

1. Report the results to the local governing board at a regularly-scheduled public meeting.
2. Measure locally available information, upload, and publicly report the results through the Dashboard.

California School Dashboard

State Indicators*	Local Indicators
• Graduation Rate • Suspension Rate • English Learner Proficiency Indicator • Academic Indicator (ELA/Math) • College/Career Indicator (CCI) • Chronic Absenteeism	 • Basic Services • Implementation of State Standards • Parental Involvement • School Climate • Course Access • Expelled Youth • Foster Youth

Outcome

Fall 2024 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parent Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met

Priority 1: Basic Services

Metrics	Evidence
• Teacher credentials • Students have access to standards- aligned instructional materials • Facilities meet the “good repair” standard	• Misassignments: 0 • 100% of RISE students inspected had sufficient instructional materials • 100% of RISE Facility inspected had no “extreme deficiencies” nor were in “emergency condition”

Priority 2: Standards Implementation

Metric	Evidence
• Progress toward implementation of State Board of Education-adopted standards and curriculum frameworks	• Administered the California Department of Education survey tool to RISE staff in Spring 2025 • Results of survey on implementation of state standards

State Standards Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses

Progress in providing professional learning in ELA (5), ELD (1), Mathematics (5), NGSS (4), & Social Science (4)

Progress in providing instructional materials aligned to recently adopted academic standards: ELA (4), ELD (1), Mathematics (4), NGSS (3), & Social Science (3)

Progress in implementing policies or programs to support sites in identifying areas to improve: ELA (4), ELD (1), Mathematics (4), NGSS (3), & Social Science (3)

Implementation of the following academic standards: CTE (3), Health (3), PE (4), VAPA (3), & World Languages (3)

Identifying the professional learning needs of groups of teachers or staff as a whole (4)

Identifying the professional learning needs of individual teachers (4)

Providing the support for teachers on the standards they have not yet mastered (4)

Priority 3: Parent Engagement

Measures	Evidence
• Efforts by district to seek parent input in decision making • Promotion of parental participation in programs	Decision-making & Participation in programs: • Meetings with certificated and classified staff occurred weekly. Parent contacts occurred daily to weekly. Parent Advisory meetings were held quarterly along with two Parenting Love and Logic classes, one in the fall and the other in the spring.

Priority 6: School Climate

Metric	Evidence
LEA administers a local climate survey at least every other year that provides a valid measure of student perceptions of connectedness and school safety	Survey of students administered in Spring 2025

School Climate Survey:

Due to student confidentiality, less than 30 students total and less than 11 students per grade level. This data is monitored internally for input and decision-making.

Priority 7: Course Access

Measure	Evidence
• The extent to which students have access to, and are enrolled in, a broad course of study.	• Career Technical Enrollment (CTE) by student group • Advanced Placement (AP) Enrollment by student group • A-G Enrollment by student group

Course Access Enrollment Baseline

Due to student confidentiality, less than 30 students total and less than 11 students per grade level. This data is monitored internally for input and decision-making.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Expelled Youth Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	
Assessing status of triennial plan for providing educational services to all expelled students in the county	5
Coordinating on development and implementation of triennial plan with all LEAs within the county.	5
Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	5
Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Foster Youth Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	
Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations	5
Building capacity with LEA, probation, child welfare, and other organizations	5
Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	5
Providing direct educational services for foster youth in LEA or county-operated programs	5

Foster Youth Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability) Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	
Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	5
Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners	5
Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	5
Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data	5