

# California School Dashboard Local Indicators



**Board Presentation  
June 16, 2022**



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**California School 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 school accountability system.
- » Provides a quick overview, with additional detail available, 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 data is not available for some priority areas identified in the Local Control Funding Formula law.
- » The State Board of Education approved local indicators and a required self-reflection tool, which are based on information that local educational agencies collect locally.
- » The local indicators are:
  - » State Priority 1 - Basic Services and Conditions of Learning
  - » State Priority 2 - Implementation of State Academic Standards
  - » State Priority 3 - Parent Engagement
  - » State Priority 6 - School Climate
  - » State Priority 7 - Broad Course of Study

All local indicators must be:

- » Updated annually based on locally available information and data
  - » ✓ Met
  - » Not Met
  - » Not Met For Two or More Years
- » Reported to the local Governing Board in conjunction with the approval of the the Local Control Accountability Plan
- » Uploaded to the California Dashboard no later than November 1, 2022

- » Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2020 & 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#) and the [COVID-19 Accountability FAQs](#).
- » 2022 Dashboard reporting data is still to be determined.
- » However, Local Indicators will be reported and are required to be approved with the Local Control Accountability Plan on or before June 30, 2022.



# **2021-22 Cambrian School District Performance**

CA School Dashboard Local Indicators

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

Assess the local educational agency performance on meeting the standard by designating the following:

- » ✓ Met
- » Not Met
- » Not Met For Two or More Years

## State Priority 1 - Basic Services & Conditions of Learning

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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.

<b>Teacher mis-assignments</b>	Number/percentage of mis-assignments of teachers of Els	0
	Total teacher mis-assignments	0
	Vacant teacher positions	0
<b>Student access to instructional material</b>	Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.	0
<b>Conditions of school facilities</b>	Number of identified instances where facilities do not meet the "good repair" standard.	0

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

Self-reflection tool using the following rating scale (using the District LCAP and LCAP surveys, and other local data measures.)

The SBE adopted self-reflection tool has the following Rating Scale (lowest to highest)

- » 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 (Cont.)

Using the following scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the local educational agency's progress in...	ELA	ELD	Math	NGSS	SS
Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks.	5	4	5	3	4
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.	5	5	5	3	4
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.	4	4	4	3	4

## State Priority 2 Implementation of State Academic Standards (Cont.)

Using the above scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.		Rate the local educational agency's success at engaging in the following activities with teachers and school administrators.	
Career Tech. Education	4	Identifying the professional learning needs of groups of teachers or staff as a whole	5
Health Education Content Standards	5	Identifying the professional learning needs of individual teachers	4
Physical Education Content Standards	5		
Visual Performing Arts	4	Providing support for teachers on the standards they have not yet mastered	4
World Language	3		

## State Priority 3 - Parent Engagement

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Using the following scale: 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

- » Building Relationships between School Staff and Families
- » Building Partnerships for Student Outcomes
- » Seeking Input for Decision-making

**Local Indicator Tool:** The District uses the results from the LCAP Community Input Survey and the school sites' Parent Engagement Surveys as well as data collected over the course of school year to make overall rating determinations.

Building Relationships between School Staff and Families	<b>4</b>
Building Partnerships for Student Outcomes	<b>4</b>
Seeking Input for Decision-making	<b>4</b>

## 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(s) that the LEA serves (e.g., K-5, 6-8, 9-12).

### Local Indicator:

Student School Climate Survey  
Results Spring 2022

### PBIS School Climate Survey

- » Spring 2022
- » Grades 3-8
- » 1853 Students

	2021	2022	Change
I like school	76%	84%	8%
I feel like I do well in school	78%	77%	-1%
My school wants me to do well	86%	88%	2%
My school has clear rules for behavior	93%	91%	-2%
Teachers treat me with respect	95%	91%	-4%
Behavior in class allow teacher to teach	95%	80%	-15%
Good behavior is noticed at my school	77%	73%	-4%
I get along with other students	88%	82%	-4%
I feel safe at school	87%	83%	-4%
Students treat each other well	92%	73%	-19%
There is an adult who will help me if I need it	81%	84%	3%

### **Standard:**

Local educational agencies (LEAs) annually measure their 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, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

### **Local Indicator:**

Self Reflection - Narrative Responses

- » 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.

## State Priority 7 - Broad Course of Study (Cont.)

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"> <li>● English</li> <li>● Mathematics</li> <li>● Social Sciences</li> <li>● Science</li> <li>● Visual and Performing Arts</li> <li>● Health</li> <li>● Physical Education</li> <li>● Other studies that may be prescribed by the governing board</li> </ul>	<ul style="list-style-type: none"> <li>● English</li> <li>● Social Sciences</li> <li>● Foreign Language</li> <li>● Physical Education</li> <li>● Science</li> <li>● Mathematics</li> <li>● Visual and Performing Arts</li> <li>● Applied Arts</li> <li>● Career Technical Education</li> </ul>
CSD's Elementary School	CSD's Middle School
<ul style="list-style-type: none"> <li>● Daily Class Schedules (Powerschool Master Schedule and Classroom Teacher Created)               <ul style="list-style-type: none"> <li>○ Core Subjects (ELA, Math, SS, Science)</li> <li>○ English Language Development</li> <li>○ Special Education</li> </ul> </li> <li>● Art and Music - CSD Elementary Music Teacher and Art Vista Program</li> <li>● Physical Education - CSD Elementary PE Teacher &amp; Classroom Teacher</li> <li>● Rt12 (Reading &amp; Math) or Enrichment</li> <li>● Health - Puberty Talk Program</li> </ul>	<ul style="list-style-type: none"> <li>● Daily Class Schedules - Powerschool Master Schedule               <ul style="list-style-type: none"> <li>○ Core Subjects (ELA, Math, Soc. Stu., Science)</li> <li>○ English Language Development</li> <li>○ Special Education</li> <li>○ Physical Education</li> <li>○ Rt12 (Reading &amp; Math)</li> <li>○ Electives                   <ul style="list-style-type: none"> <li>■ Art, Music, PLTW, Coding, etc.</li> </ul> </li> </ul> </li> <li>● Health - Teen Talk Program</li> </ul>

## Overall CSD CA School Dashboard Local Indicator Summary Results

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Assess the local educational agency performance on meeting the standard by designating the following: ✓ **Met, Not Met or Not Met For Two or More Years**

Priority Areas	Met	Not Met	Not Met For More Than 2 Years
Priority 1: Basic Services	<input checked="" type="checkbox"/>		
Priority 2: Implementation of State Academic Standards	<input checked="" type="checkbox"/>		
Priority 3: Parent Engagement	<input checked="" type="checkbox"/>		
Priority 6: School Climate	<input checked="" type="checkbox"/>		
Priority 7: Board Course of Study	<input checked="" type="checkbox"/>		

- » Staff recommends that the Board approves the Local Indicators summary of results as presented today.
- » Expect that the CDE will require LEAs to upload data to Dashboard by November 1, 2022.
- » Anticipate limited release of Dashboard in December.
- » Staff to implement the actions and services laid out in 2021-24 Local Control Accountability Plan and CSD Strategic Plan for 2022-23 school year.