



# **Cambrian School District CA School Dashboard Local Indicators 2022 Summary**

## **Overview**

The State Board of Education (SBE) approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. For each local indicator, the performance standards are as follows:

1. Annually measure progress in meeting the requirements of the specific LCFF priority, and
2. Report results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP, and
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

An LEA uses the SBE-adopted self-reflection tools to report its progress through the Dashboard. The collection and reflection on locally available information relevant to progress regarding local priority areas will support LEAs in completing the self-reflection tools, reporting in the Dashboard, and in local planning and improvement efforts.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

## **Local Indicators in the Dashboard**

- Priority 1: Basic Conditions at School
- Priority 2: Implementation of State Academic Standards
- Priority 3: Parent and Family Engagement
- Priority 6: School Climate
- Priority 7: Access to a Broad Course of Study

## Priority 1 - Basic Services

| Priority Areas                    | Met                                 | Not Met | Not Met For More Than 2 Years |
|-----------------------------------|-------------------------------------|---------|-------------------------------|
| <b>Priority 1: Basic Services</b> | <input checked="" type="checkbox"/> |         |                               |

Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)

LEAs will use locally available information, including data reported through the School Accountability Report Card, to provide evidence of progress relevant to this local indicator.

### Teacher Mis-assignments and Vacant Teacher Positions

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.

| Indicators                      | 2021-22 |
|---------------------------------|---------|
| Mis-assignments of Teachers     | 0       |
| Total Teacher Mis-assignments * | 0       |
| Vacant Teacher Positions        | 0       |

Note: "Mis-assignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Mis-assignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials

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

| Subjects               | From Most Recent Adoption | Percent of Students Lacking Own Copy |
|------------------------|---------------------------|--------------------------------------|
| Reading/Language Arts  | Yes                       | 0%                                   |
| Mathematics            | Yes                       | 0%                                   |
| Science                | Yes                       | 0%                                   |
| History/Social Science | Yes                       | 0%                                   |

## School Facility Good Repair Status

The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies).

| Systems Inspected  | Repair Status |      |      |
|--|---------------|------|------|
|  | Good          | Fair | Poor |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                       |               |      | X    |
| Interior: Interior Surfaces                                      | X             |      |      |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation       |               | X    |      |
| Electrical: Electrical   |               | X    |      |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains                 |               |      | X    |
| Safety: Fire Safety, Hazardous Materials                         | X             |      |      |
| Structural: Structural Damage, Roofs                             | X             |      |      |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences |               | X    |      |
| Overall Rating   | X             |      |      |

### Comments:

Cambrian School District regularly measures its progress and consistently fulfills the Williams Settlement requirements at all of its school sites. We work proactively to hire properly-credentialed staff, provide full student access to instructional materials, and maintain our facilities in good repair. CSD reports the results to its local governing board quarterly at a regularly scheduled meeting.

## Priority 2 - Implementation of State Academic Standards

| Priority Areas   | Met                                 | Not Met | Not Met For More Than 2 Years |
|--|-------------------------------------|---------|-------------------------------|
| <b>Priority 2 - Implementation of State Academic Standards</b> | <input checked="" type="checkbox"/> |         |                               |

LEAs have two options for the self-reflection tool. The first option allows LEAs to provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools. The second option is to complete the SBE-adopted self-reflection tool survey.

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

### Implementation of State Academic Standards

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

## Instructional Materials Alignment

Cambrian School District’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:

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

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

### Comments

CSD has a multi-year curriculum framework that delineates the implementation stages of subject area standards, instructional materials, and professional development. All district-wide professional development days provide our teachers with training and collaboration time focused on areas of need based on staff feedback. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. In addition, the district continues to provide support and training on current district-wide instructional initiatives in the areas of Multi-Tiered System of Supports, Social-Emotional Learning, Assessment, Guided Language Acquisition by Design, Educational Technology, and Professional Learning Communities. Providing ongoing professional development for all staff will remain constant.

## Priority 3 - Parent Engagement

| Priority Areas                        | Met                                 | Not Met | Not Met For More Than 2 Years |
|---------------------------------------|-------------------------------------|---------|-------------------------------|
| <b>Priority 3 - Parent Engagement</b> | <input checked="" type="checkbox"/> |         |                               |

LEAs use this self-reflection tool to report the measurement of their progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine the next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions, and services as well as to plan or modify future goals, actions, and services in the LCAP.

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

### Building Relationships

| 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 |   |

#### Comments

Cambrian School District has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources in order for our district to provide a stellar learning environment for our students.

Stakeholders engage in meaningful dialogue and provide input on the LCAP through a districtwide formal process with all stakeholder groups, such as the School Board, the District LCAP Advisory Committee, which includes parents, certificated, and classified union representatives, and school and district office administrators, the District English Learner Advisory Committee (DELAC). From the site

level, our school administrators employ the same engagement process with their School Site Council (SSC), English Learner Advisory Committee (ELAC, Home & School Club (H&SC), and various community meetings. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation and scheduled meetings and surveys at the site and district levels.

The District Parent Involvement Policy is distributed annually to all parents and guardians at the beginning of each school year. The policy is based on Board Policy and Administration Regulations and is reviewed regularly to ensure compliance with both Federal and State regulations. Recommendations and feedback received from district and school-based parent advisory groups inform any changes to the policy.

We assist our parents in understanding academic expectations through several strategies. These include regular principal coffees at school sites, including schools receiving Title I funds. These meetings address various topics to help parents in understanding state standards, the instructional program, and the ways they can best support their children's achievement in school. Classroom-based information is provided via Back-to-School sessions and one-on-one with parents at conferences held each trimester. A report card companion containing parent-friendly language describing the academic goals for each trimester for English language arts and mathematics accompanies progress reports.

The LCAP development process provides many opportunities at the sites and district level to assist parents with understanding expectations for their children. Staff at every school and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day, provide evidence of effectiveness in this area. Regular communication from school and district leaders reinforces the importance of parent involvement.

### **Building Partnerships for Student Outcomes**

| 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.   |   |   |   | <b>x</b> |   |
| Progress in providing families with information and resources to support student learning and development in the home.  |   |   |   | <b>x</b> |   |
| 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. |   |   |   | <b>x</b> |   |
| Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.   |   |   |   | <b>x</b> |   |

**Comments**

The COVID-19 pandemic continues to present numerous challenges for traditional in-person meetings and also provided the district and our school sites with numerous engagement opportunities. However, we had large turnouts at our board meetings in-person and via zoom. Although all of our Governing Board meetings were held in person, the district continued to stream the live meeting via Zoom. The virtual meeting platform allowed for convenience and accessibility to participate from home for many districtwide meetings throughout the year. In addition, the district made every effort to ensure that staff, parents, and the community was kept apprised with the latest information as much as possible through a variety of communication platforms.

CSD's focus will be on operationalizing equity with a great emphasis on implementing the MTSS framework to ensure that deep, meaningful, and relevant learning is accessible for all students, regardless of their background and/or circumstances. All students will have access to high-quality tier 1 instruction, and tier 1 interventions, and support is provided to students if needed within their core classes before students are referred for additional services. This will be a major focus area as well as supporting teachers and school sites to access reliable and usable data to guide decision-making about instruction, programs, and services for students.

**Seeking Input for Decision Making**

| 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 |   |


**Comments:**

Consultation through the LCAP review and development process has provided valuable information regarding how best to support our families in continuing to be involved at high levels. For example, our Educational Services hosted English learner parent workshops on a variety of topics such as Understanding the ELPAC and How to Support Your Child, Language & Literacy using Imagine Learning, Parent Involvement, and Resources for Families of English Learners. A DELAC Needs Assessment Survey is conducted annually which prompted the formation of these workshops.



Technology is used to both communicate information and request feedback about LCAP goals from the Cambrian community at large. Information and questionnaires are posted on the district and school websites. A survey for educational partners, including parents, is posted beginning in February. Requests for feedback and participation are sought through email communications schoolwide and districtwide. Participation of all parents is solicited, including parents of English learners, students receiving Special Education, foster children, and families whose children receive free or reduced lunch. Moreover, although CSD does not have any language groups above the 15% threshold representation as required by Ed Code for providing translation services for those languages, the district and school sites' information for families of English learners is communicated in both English and other languages, using Google Translate, and parents are informed of different language resources to assist them in accessing the important information.

## Priority 7 - School Climate

| Priority Areas                     | Met   | Not Met | Not Met For More Than 2 Years |
|------------------------------------|---|---------|-------------------------------|
| <b>Priority 7 - School Climate</b> |  |         |                               |

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school safety and connectedness.

The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

PBIS School Climate Survey - Administered in Spring 2022

All students in Grades 3-8

Number of Student Responses: 1853

### School Climate Survey Results Spring 2022

Percentage of Students in grades 3-8 Who Responded “Often” or “Always”.

Survey Questions (Responses from Spring 2021 to Spring 2022, respectively) & the Change (from Spring 2021 to Spring 2022 is the percent of responses):

| Questions                                       | 2018 | 2019 | 2020 | 2021       | 2022       | Change from 2021-2022 |
|---|------|------|------|------------|------------|-----------------------|
| I like school                                   | 64%  | 70%  | 70%  | <b>76%</b> | <b>84%</b> | <b>+8%</b>            |
| I feel like I do well in school                 | 73%  | 76%  | 78%  | <b>78%</b> | <b>77%</b> | <b>-1%</b>            |
| My school wants me to do well                   | 89%  | 90%  | 83%  | <b>86%</b> | <b>88%</b> | <b>+2%</b>            |
| My school has clear rules for behavior          | 89%  | 89%  | 88%  | <b>93%</b> | <b>91%</b> | <b>-2%</b>            |
| Teachers treat me with respect                  | 89%  | 89%  | 88%  | <b>95%</b> | <b>91%</b> | <b>-4%</b>            |
| Behavior in class allow teacher to teach        | na   | na   | 78%  | <b>95%</b> | <b>80%</b> | <b>-15%</b>           |
| Good behavior is noticed at my school           | 63%  | 67%  | 61%  | <b>77%</b> | <b>73%</b> | <b>-4%</b>            |
| I get along with other students                 | 80%  | 78%  | 82%  | <b>88%</b> | <b>82%</b> | <b>-4%</b>            |
| I feel safe at school                           | 81%  | 81%  | 79%  | <b>87%</b> | <b>83%</b> | <b>-4%</b>            |
| Students treat each other well                  | 69%  | 64%  | 68%  | <b>92%</b> | <b>73%</b> | <b>-19%</b>           |
| There is an adult who will help me if I need it | 78%  | 81%  | 78%  | <b>81%</b> | <b>84%</b> | <b>+3%</b>            |

#### Comments

Cambrian School District has been implementing Positive Behavior Interventions and Supports (PBIS). A key strategy of the PBIS process is prevention. The PBIS model is a research-based strategy that is supported by the state of California and the federal Department of Education. The 3-tiered approach reduces problem behavior as a barrier to student achievement. We only have 180

days each year to advance academic progress, so instructional time is very valuable. Research shows that schools following the PBIS model recover thousands of hours of instructional time and, on average, four days of student instruction per year.

## Priority 6 - Broad Course of Study

| Priority Areas                            | Met                                 | Not Met | Not Met For More Than 2 Years |
|---|-------------------------------------|---------|-------------------------------|
| <b>Priority 7 - Broad Course of Study</b> | <input checked="" type="checkbox"/> |         |                               |

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 specified in the California Education Code for Grades 1–6 and Grades 7–12, as applicable, including the programs and services, developed and provided to unduplicated students and individuals with exceptional needs.

Briefly 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, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Cambrian uses the district the following tool 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 Master Scheduling

### Broad Course of Study

| Broad Course of Study for Grades 1-6:<br>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> |

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

In reviewing school and grade level data for the 2021-2022 school year all elementary students had access to a broad course of study as outlined by CA Ed Code 51210. In reviewing student schedules and associated data for the 2021-22 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 exception of students who chose to remain in distance learning throughout the entire school year as a result of the pandemic, even when the district returned to in-person instruction in Spring 2022.

Students in grades 6-8 had access to all core subject matter courses, including ELA/ELD, Math, Science, Social Studies, and PE. However, for the elective courses, students were assigned to independent learning “Innovation Block” where students were provided a variety of enrichment and PBL learning opportunities to complete independently. Students with Disabilities and staff were particularly challenged during distance learning and school closure. However, the staff worked with families and provided accommodations to ensure FAPE and to meet the learning goals as prescribed in each student's Individualized Education Plan. Besides what was described above, there were no other differences across the district school sites as it relates to student groups' access to, and enrollment in, a broad course of study. Districtwide support and services are provided equitably and universally to meet the needs of all students.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The district's efforts through our review process and barriers preventing the district from providing access to a broad course of study are mainly centered on programs and services for students with disabilities, particularly students who have an individualized education plan that requires 60% of the services provided within a self-contained classroom.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

The district will review and potentially revise the master schedule to include elective choices for significant student groups.

Information in the ELA/ELD & Universal Design for Learning frameworks describe the benefit of explicit language instruction for all students to better access the state standards, so these strategies will be shared with all teachers to enhance language instruction across all grades and content areas.

The professional development of working with English Learners, Economically Disadvantaged students, Students with Disabilities, and Foster and Homeless Youth is designated district-wide. All teachers will receive training on strategies and differentiated instruction for ELs, ED, SWD, and Homeless/Foster Youth students. CSD believes that these strategies are effective teaching strategies that will benefit all students.

Targeted, differentiated instruction and learning for all students and selected students per data review, as well as extended learning time, will be provided. Student progress is monitored with formative and summative assessments regularly and instruction is adjusted accordingly. This meets the state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes.