INFORMATION SHEET 10/8/2019 TRUSTEES' MEETING

To: Jim Bridges

For: Board of Trustees

From: Sarah Steen

Re: CA School Dashboard Local Performance Indicators, 2019

SUMMARY

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure progress on the local performance indicator based on locally available data.
- Report results at a regularly scheduled public meeting of the local governing board.
- Report results to the public through the Dashboard.

This document identifies the standards and self-reflection tools that JESD used to report its progress on the local indicators. The deadline to upload Local Indicator information to the Fall 2019 Dashboard is November 1, 2019.

The Dashboard is a key component of California's overhaul of the state's school accountability system. It displays statewide data based on status (how each school or district performed) and change (how much they have improved or declined over time). School and district performance levels are indicated by color, with red the lowest and blue the highest. The Dashboard also breaks down information by student group (low-income, English learner, foster youth, etc.) to help pinpoint and address achievement gaps.

The California School Dashboard is scheduled to be updated in early December with data from the 2018–19 academic year. Once the data is made public in early December we will present this data to the JESD Board of Trustees. The Dashboard app is available on the iOS App Store, the Google Play Store, and the Microsoft Store by searching for the term "CA Dashboard." More information about the app and links to the app stores are on the CDE CA Dashboard Mobile Application web page.

ACTION REQUESTED:

Approve the JESD Ca School Dashboard Local Performance Indicators to be uploaded by the deadline of November 1, 2019.

Jefferson Elementary School District
California School Dashboard
Local Performance Indicators, 2019

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. Under the Local Control Funding Formula (LCFF), and LEA is defined as school districts, county office of education and charter schools. Local Indicators do not apply to individual schools or student groups. The approved performance standards require a LEA to:

- Annually measure progress on the local performance indicator based on locally available data.
- Report results at a regularly scheduled public meeting of the local governing board.
- Report results to the public through the Dashboard.

This document identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators. The deadline to upload Local Indicator information to the Fall 2019 Dashboard is November 1, 2019.

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Local Performance Indicators

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its 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* (*EC*) 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Priority 1 Basics

Appropriately assigned teachers
Access to textbooks
Adequate facilities

LEAs will provide the information below:

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

0

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 (including deficiencies and extreme deficiencies)

0

Date taken to local governing board:

10/8/2019

Priority 2: Implementation of State Academic Standards

Progress on implementing the standards for all content areas

LEAs will report progress on Implementation of state academic standards.

Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the local education agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

Academic Standards	1	2	3	4	5
English Language Arts – Common Core State Standards for ELA					X
English Language Development (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science				X	

2. **Rate the local education agency'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.**

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

Academic Standards	1	2	3	4	5
English Language Arts – Common Core State Standards for ELA					X
English Language Development (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science				X	

3. **Rate the local education agency's 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 identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

Academic Standards	1	2	3	4	5
English Language Arts – Common Core State Standards for ELA				X	
English Language Development (Aligned to ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards			X		
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the local education agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.**

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

Academic Standards	1	2	3	4	5
Career Technical Education					X
Health Education Content Standards				X	
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language					X

Support for Teachers and Administrators

5. **Rate the local education agency's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Date taken to local governing board:

10/8/2019

Priority 3: Parent and Family Engagement

Seeking input from parents in decision making
Promoting parental participation in programs

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its 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 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.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using 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

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			X		
4. Rate the LEA's 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		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Dashboard Narrative Box (Limited to 3,000 characters)

JESD administers the CA Healthy Kids Survey to parents annually. The data was used to complete this self-reflection tool to reflect on progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable the district to engage in continuous improvement and determine next steps to make improvements in the areas identified. JESD will share the results with all stakeholders 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.

JESD will continue to work on building relatinships with diverse stakeholders. The LEA will engage and encourage families to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

LEA current strengths include: 96% of parents indicated that the school encourages parents to partner with the school in educating their child and 85% feel welcome to participate in the school. 96% of parents feel the school is a safe place. 93% feel that the school motivates students to learn and that the adults care about the students. 93% of parents feel the school keeps families well informed about school events. School events, class events and parent-teacher conferences are well attended by families. A focus area of improvement would be to increase opportunities for parents to provide input before making important decisions as only 46% of parents felt they had input on decisions. Parents would also like more information on how to help their child at home, more information on their expetected role. Families would also like to see increased programs for children with special talents, gifts, or special needs.

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				X	
7. Rate the LEA's 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	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Dashboard Narrative Box (Limited to 3,000 characters)

JESD current strengths include PBIS Training for school teams. Staff engage students and families with lessons on preventing bullying and harassments behaviors early on in the school year to make schools a welcoming place where all students know their rights and how to help others. Second Step program and Peaceful Playgrounds are also utilized to encourage positive behavior and interactions. A focus area of improvement would be to continue to increase communication regarding all of the programs and training in place at the school.

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	

Seeking Input	1	2	3	4	5
11. Rate the LEA's 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	
12. Rate the LEA's 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	

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Dashboard Narrative Box (Limited to 3000 characters)

The JESD continues to explore ways of improving parent input for decision making. JESD current strengths include family participation in advisory groups: LCAP Parent Meetings, School Site Council, ELAC, DELAC, and GATE Parent Advisory. A focus area of improvement is to increase participation on all stakeholder groups.

Date taken to local governing board:

10/8/2019

Priority 6: School Climate

Perceptions of school safety and connectedness

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) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. 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 conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING**: What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Dashboard Narrative Box (Limited to 3000 characters)

The California Healthy Kids Survey was administered to 5th and 7th grade students. Survey results are presented to all stakeholder groups. This local survey was selected to address Goal Two fostering positive relationships between staff, students, parents, and the community as part of a successful learning environment.

The results revealed that about 90% of elementary students felt strongly that there are high expectations from adults in the school and students are academically motivated. 85% of students feel safe at school but 50% of students have had mean rumors spread about them or been called a bad name at school. 93% of students reported they feel they are treated with respect.

The results for middle school students were slightly lower. As 84% felt high expectations from adults and 81 % felt academically motivated. 70% of students reported they feel safe at school, with 59% said they had mean rumors spread about them and 51% experienced harassment or bullying. Because 35% of students have experienced sadness and 17% have considered suicide, schools will work to offer mental health support to students when needed.

JESD will continue to provide training and support for schools to implement PBIS training, MTSS training, Second Step Program, Bullying and Harrassment Prevention Lessons, Peaceful Plagroungs, and mental health services.

Date taken to local governing board:

10/8/2019

Priority 7: Access to a Broad Course of Study

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

Includes the adopted courses of study specified in Ed Code for grades 1-6 and grades 7-12, as applicable, including programs and services for unduplicated students and individuals with exceptional needs.

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. 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.

Narrative (Limited to 3000 characters)

JESD will consult with stakehoders at existing parent engagement meetings: School Site Council, ELAC / DELAC, LCAP Forums, etc. JESD will continue to consult with the stakeholders identified to improve the broad course of study offered to all students. Needs assessment will be completed through the LCAP development process. JESD will ensure LEA engages stakeholders in its process for identifying strategies for addressing discovered equity gaps.

2. 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. LEA's may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Narrative (Limited to 3000 characters)

JESD will provide all students with access to a well-rounded education. Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend.

JESD will use funds to support well-rounded education, by providing all students access to elective music offerings. JESD will utilize funds to provide a Band elective outside of the school day so that students who are enrolled in intervention within the day do not miss out on the elective offering. JESD will evaluate program objectives and intended outcomes for activities and how the LEA and will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

3. 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.

Narrative (Limited to 3000 characters)

JESD will work with stakeholder groups to address any disparities discovered during the data analysis process.

4. 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?

Narrative (Limited to 3000 characters)

JESD will continue to support staff in their Professional Learning Communities to ensure they have an effective curriculum that will: Bring coherence to instruction by articulating goals that are attainable and increasing students' knowledge; Are thoughtfully planned and aligned to content standards; Include periodic assessments to monitor student learning and modify instruction; and Are appropriately sequenced and related across grade levels.

Date taken to local governing board:

10/8/2019