

California Dashboard Local Indicators

Progress Report to the Board of Trustees
Amador County Unified School District
Amador County Office of Education

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Agenda

- ⚙ Components of the Dashboard
- ⚙ State Indicators
- ⚙ Local Indicators
- ⚙ How are Local Indicators Measured?
- ⚙ Amador County Public Schools' Progress on each Local Indicator
- ⚙ Questions / Discussion

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California School Dashboard

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California School Dashboard
 Home About State Summary Search More Information En Español

DISTRICT PERFORMANCE OVERVIEW
Amador County Unified
 Explore the performance of Amador County Unified under California's Accountability System.

2018

Chronic Absenteeism: Yellow
 Suspension Rate: Yellow
 English Learner Progress: No Performance Color
 Graduation Rate: Green
 College/Career: Orange
 English Language Arts: Orange
 Mathematics: Orange
 Basics: Teachers, Instructional Materials, Facilities: STANDARD MET
 Implementation of Academic Standards: STANDARD MET
 Parent and Family Engagement: STANDARD MET
 Local Climate Survey: STANDARD MET
 Access to a Broad Course of Study: STANDARD MET

SCHOOL TYPE	DEVELOPING ECONOMICALLY	DEVELOPING	STABILIZING	IMPROVING	PERFORMING ECONOMICALLY
SENIOR HIGH	Green	Green	Blue	Blue	Blue
HIGH	Green	Green	Green	Green	Blue
MIDDLE	Yellow	Yellow	Yellow	Green	Green
JUNIOR HIGH	Red	Red	Red	Yellow	Yellow
UNITS LOW	Red	Red	Red	Red	Red
All Schools	Red	Orange	Yellow	Green	Blue
Total	0	0	0	0	0

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What Are the State Indicators?

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Priority 4

Academic Indicator
 Based on test scores on English Language Arts (ELA) and Math for grades 3-8

Priority 4

English Learner Progress Indicator
 Progress of English learners toward English proficiency

Priority 5

Graduation Rate
 High school graduation rate

Priority 5

Chronic Absenteeism
 Percentage of students who miss 10% or more days

Priority 6

Suspension Rate
 Suspension rates by LEA and school types

Priority 8

College/Career Indicator
 Percentage of students considered “prepared” based on specific measures

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What Are the Local Indicators?

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Priority 1

Basic Services and Conditions

Appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean, and functional school facilities

Priority 2

Implementation of State Academic Standards

Progress in implementing standards for all content areas

Priority 3

Parent Engagement

Progress towards: 1) seeking input from parents/guardians in decision making; and 2) promoting parental participation in programs

Priority 6

School Climate

Administration of local climate surveys

Priority 7

Access to a Broad Course of Study

Students access to, and enrollment 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.

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What Are the Local Indicators – (COEs Only)?

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Priority 9

Coordination of Services for Expelled Students

Annual survey that measures progress in coordinating instruction for expelled students

Priority 10

Coordination of Services for Foster Youth

Annual survey that measures progress in coordinating services for foster youth

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How is Performance Measured (Local Indicators)?

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- ⚙ Local performance indicators are based on locally collected and reported data
- ⚙ LEAs must complete the following steps to meet the approved standard:
 - Measure progress using locally available information
 - Report the results to the LEA's governing board at a regularly scheduled public meeting
 - Upload and publicly report the results through the Dashboard
 - The deadline for uploading local indicators is November 1, 2019

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How is Performance Measured (Local Indicators)?

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- ⚙ Progress is assessed on the following scale:
 - Met
 - Not Met
 - Not Met for Two or More Years
- ⚙ Each indicator has a proposed standard
 - LEAs measure progress by completing local self-reflection tools approved by the SBE and included in the Dashboard or from a menu of local measures
 - Self-reflection tools are designed to support LEAs in measuring their progress on the local performance indicators

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Basic Services and Conditions at Schools (Priority 1)

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Standard

- 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the Dashboard.

Evidence

- Same information that is collected through the School Accountability Report Card (SARC). LEAs will use locally available information, including FIT Inspection results, textbook sufficiency results, and teacher credentialing information to provide evidence of progress.

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State Academic Standards (Priority 2)

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Standard

- LEA annually measures its progress implementing state academic standards and reports the results to its local governing board and to stakeholders and the public through the Dashboard.

Evidence

- LEAs may provide a narrative summary of their progress in implementing the state academic standards adopted by the SBE or
- LEAs may complete the optional self-reflection tool

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Parent Engagement (Priority 3)

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Standard

- LEA annually measures its progress in (1) seeking input from parents in decision making and (2) promoting parental participation in programs, and reports the results to its local governing board and to stakeholders and the public through the Dashboard.

Evidence

- LEA measures its progress using the self-reflection tool included in the Dashboard.

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School Climate (Priority 6)

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Standard

- 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 and to stakeholders and the public through the Dashboard.

Evidence

- LEA administers a survey as specified (California Healthy Kids Survey).
- LEA provides a narrative summary of the results of the local climate survey.

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Access to a Broad Course of Study (Priority 7)

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Standard

- 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.

Evidence

- LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study.

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Services for Expelled Students (Priority 9 – COE Only)

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Standard

- COE annually measures its progress in coordinating instruction as required by E.C. 48926 and reports the results to its local governing board and to stakeholders and the public through the Dashboard.

Evidence

- COE determines its progress through the use of a self-reflection tool included in the Dashboard.

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Services for Foster Students (Priority 10 – COE Only)

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Standard

- COE annually measures its progress in coordinating services for foster youth and reports the results to its local governing board and to stakeholders and the public through the Dashboard.

Evidence

- COE determines progress through the use of a self-reflection tool included in the Dashboard.

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The specific local indicator information is required to be uploaded annually to the Dashboard by November 1.

For detailed information, please visit:

<https://www.caschooldashboard.org/#/Home>

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Questions / Discussion

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November 9, 2019

