Agenda – June 17, 2021

INSTRUCTIONAL PROGRAMS & STUDENT ACTIVITIES

Action Item: Approve the LCFF School Dashboard – 2021 CUSD Local Indicators

Background Information

What is the California School Dashboard?
The California Department of Education created the California School Dashboard to show how local educational agencies and schools are performing on the indicators included in California's accountability system. The Dashboard is the next step in a series of major shifts in California TK-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students.

Why was the Dashboard Created?
The Dashboard is a component of the Local Control Funding Formula (LCFF) law passed in 2013 that significantly changed how California provides funding to public schools and holds LEAs accountable for student performance. LCFF law required that the State Board of Education adopt a new accountability tool that reflects performance in different priority areas identified in the law. The Dashboard shows performance data publicly and is made up of reports that specifically show LEA or school performance on six state indicators and four local indicators.

What is different about California's new school accountability system?
Our new system provides a more complete picture of how schools are meeting the needs of all students. There are three important advantages to California's new approach:
  * More than a single number: The multiple measures of student success define a quality education more broadly than a single test score.
  * Equity: There is an increased focus on identifying and addressing disparities among student groups.
  * Supporting Local Decision Making: State accountability tools provide information to support local planning process around improving student performance.

California Accountability Model & School Dashboard

What are the LEA requirements relative to the Dashboard?
The Dashboard is now in its third year of full implementation. The data within the Dashboard will be publicly released in Fall 2021. Before this date, LEAs must complete the self-reflection tool to receive a Met rating on the Dashboard. The self-reflection tools are designed to support LEAs in measuring their progress on the following local indicators:
  * Basic Services: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities
  * Implementation of State Academic Standards
  * Parent Engagement
  * School Climate
  * Access to a Broad Course of Study

How is performance measured on the local indicators?

LEAs receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. For example, on the local indicator for Implementing State Academic Standards (Priority 2), the LEA would receive a Met rating if it:

- Annually measures its progress
- Reports the results at a regularly scheduled meeting of the local governing board
- Reports the results to stakeholders through the Dashboard

What are the performance standards for the local performance indicators?

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

LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% of all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information on progress meeting this standards to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Priority 2: Implementation of State Academic Standards

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 California School Dashboard (Dashboard).

Priority 3: Parent Engagement

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 California School Dashboard (Dashboard).

Priority 6: School Climate

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 California School Dashboard (Dashboard).

Priority 7: Access to a Broad Course of Study

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 California Education Code for Grades 1-6 and Grades 7-12, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and reports the results to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

CUSD Priority 1 Local Indicator: MET

Performance Standards	Number/Percentage
Misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions	0
Students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)	0

CUSD Priority 2 Local Indicator: MET

1. Progress in providing **professional learning** for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:

Content Area	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to the ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science		X			

Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

2. 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:

Content Area	1	2	3	4	5
ELA – Common Core State Standards for ELA			X		
ELD (Aligned to the ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science		X			

Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

3. 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):

Content Area	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to the ELA Standards)			X		
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science			X		

Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

4. Progress in **implementing** each of the following academic standards adopted by the state board for all students:

Content Area	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		

Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

5. Rate the LEA'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):

Content Area	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		

Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

6. Provide any additional information that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the State Board: No additional comments at this time.

CUSD Priority 3 Local Indicator: MET

Building Relationships
Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability
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:
   Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community:
   Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:
   Initial Implementation

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:

Initial Implementation

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

CUSD staff has a deep appreciation for the high levels of parent involvement. Staff at every school site 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 (during a non-COVID year), provide evidence of the effectiveness in this area. Regular communication from school and district leaders reinforce the importance of parent involvement. Leaders continually model and provide ongoing messaging regarding actions needed to support active parent involvement. This messaging begins intentionally during orientation for new staff regarding parent communication. Additionally, site and district leadership partners with our parent groups to educate staff regarding specific parental needs, preferred modes of communication, critical information that parents want to know, etc. This information is shared with staff in order to improve educational services for all students. CUSD will continue to improve efforts to ensure all families are connected to published school communications and have internet access and/or a device at home.

Building Partnerships for Student Outcomes
Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

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:

Initial Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home:

Full Implementation

7. Rate the LEA's progress in implementing policies and programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes:

Full Implementation

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:

Full Implementation

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

CUSD provides assistance to our families in understanding academic expectations through several strategies. These include regular principal coffees at all school sites, including our targeted assistance school. 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-specific information is provided via Back-to-School night and individually during parent-teacher conferences. The LCAP process also provides many opportunities at the site and district level to assist parents with understanding expectations for their children. Additionally, collaboration through the LCAP process and through numerous parent advisory committees provide valuable information regarding how best to support our families in continuing to be involved at high levels. Technology is also used to both communicate information and request feedback about LCAP goals from the community at large. Information and questionnaires are posted on the district and school websites. Annual surveys for stakeholders, including parents, are given throughout the school year via ThoughtExchange software. Requests for feedback and participation is sought through email communications. Participation from all parents is solicited, including parents of English learners, students receiving Special Education services, foster children, and families whose children receive free or reduced price lunch. Although none of our over 18 language groups met the 15% threshold for translation, some communications are translated into Spanish.

Seeking Input for Decision Making
Rating Scale: 1-Exploration and Research Phase; 2-Beginning Development; 3-Initial Implementation; 4-Full Implementation; 5-Full Implementation and Sustainability

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:
   Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting members to effectively engage in advisory groups and decision-making:
    Full Implementation

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:
    Full Implementation

12. Rate the LEA's progress in providing opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community:
    Full Implementation

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

Referring to CUSD Board Policy and Administrative Regulation 6020, CUSD recognizes that parents/guardians are their child's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. Additionally, CUSD ensures that parents/guardians and family members participating in Title I programs are provided with opportunities to be involved in their child's education. CUSD works with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities, advisory, decision-making, advocacy roles and activities to support learning at home. This is achieved through regularly scheduled PAC, DELAC, LCAP, SSC meetings, surveys and numerous advisory committees where parent/guardian involvement policies are shared and jointly developed. CUSD communicates with families on an annual basis regarding the CUSD Parent Involvement Policy at the beginning of each school year. The policy is included in the CUSD Registration Handbook, as well as the Student Handbook at each school site. CUSD ensures that

ALL families receive communications and invitations to participate on committees and in forums, through communication accommodations, such as translated, interpreters, scheduling individual meetings at a convenient time for individual families, home visits, etc. CUSD also closely monitors student attendance on a daily basis and communicates with families in a timely manner, especially families of migratory, foster or homeless youth, in order to minimize disruptions to educational services.

CUSD Priority 6 Local Indicator: MET
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.

The California Healthy Kids Survey (CHKS) was used because it is widely used across the state of California. The following are the key findings from the 2014-2015, 2016-2017 and 2018-2019 CHKS administrations. Results are pending from the most recent spring 2021 CHKS administration.

Response Rate

Grade Level	2014-2015	2016-2017	2018-2019
5	64%	54%	62%
7	85%	90%	94%
9	62%	-	91%
11	69%	78%	91%

School is perceived as very safe or safe

Grade Level	2014-2015	2016-2017	2018-2019
5	80%	87%	87%
7	88%	79%	75%
9	85%	-	78%
11	92%	87%	81%

School Connectedness

Grade Level	2014-2015	2016-2017	2018-2019
5	54%	62%	76%
7	75%	73%	74%
9	67%	-	72%
11	66%	66%	69%

CUSD Priority 7 Local Indicator: MET
Summary of the extent to which all students have access to and are enrolled in a broad course of study.

Locally selected measures or tools that CUSD 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.
Coronado Unified used a locally created survey as the self-reflection tool to measure enrollment and access for grades 1-8. Graduation and A-G completion rates were utilized as the tool for Coronado High School. Site administrators responded to a Grades 1-5 or Middle School (Grades 6-8) survey to identify whether the required subjects were offered and if all students, including English Learners, Foster Youth, Homeless, and Students with Disabilities were able to access these subjects. Additionally, principals were asked to identify possible reasons students were not able to access the content, the types of supports provided to assist students, and how the information gathered will be used to develop the School Plans for Student Achievement.

All students (including all unduplicated students and students with disabilities) in 1st-6th grade are enrolled in English, Math, History Social Science, Science and receive a minimum of 200 minutes of Physical Education every ten days. Additionally, 100% of students enrolled in 1st-6th grade have access to Visual and Performing Arts lessons, either integrated VAPA, designated VAPA, or a combination of both.

All students (including all unduplicated students and students with disabilities) in grades 7 and 8 are enrolled in English, Math and Physical Education courses. While our middle school does offer History Social Science, Science, and Visual and Performing Arts (either integrated VAPA, designated VAPA, or a combination of both) not all English learners or students with disabilities are able to enroll in these subjects due to enrollment in additional academic support classes. History Social Science, Science, Visual and Performing Arts (either integrated VAPA, designated VAPA, or a combination of both) and Physical Education. Additionally, all students in grades 7 and 8 have access to enroll in elective courses in World Language and Career Technical Education/Applied Arts. While our middle school does offer access to a broad course of study, not all English learners or students with disabilities are able to enroll in these subjects due to enrollment in additional academic support classes.

All students (including all unduplicated students and students with disabilities) are offered access to all required subject areas at Coronado High School. However, there is a discrepancy between the success of each student group relative to the following measures. The overall graduation rate for the class of 2019 was 95.4%, the UC A-G completion rate for all students was 63.8%, and the CTE participation rate was 60%, with 231/231 students receiving a "C" or better in a CTE capstone course (100%). 2018-2019 data will be analyzed upon office CALPADS certification.

The barriers identified for 1st-6th grade students are specific to students with disabilities. While CUSD has implemented a full-inclusion model, there are some timeframes throughout the school day where a student might miss a portion of instruction in one of the required areas due to scheduling conflicts and the priority to provide pull-out intervention services to students.

At the middle school, scheduling conflicts also contributed to English learners and students with disabilities not being enrolled in some courses, as they are receiving more intensive intervention and support services during specific times throughout a school day.

In high school, English learners and students with disabilities are also enrolled in support classes, limiting access to all the required coursework.

Actions include:
- Regularly monitor student progress and provide needed supports and intervention
- Continue to expand the implementation of a student Personalized Education Plan (PEP)
- Provide professional learning and coaching to teachers and administrators on evidence-based instructional strategies

- Improve tutoring and credit recovery options for secondary students to improve grades
- Continue to provide information to parents and the community about graduation requirements, student scheduling, A-G requirements and college readiness
- Continue to ensure that all schools are offering the required subject areas
- Continue to work with the MTSS Committee to implement a district-wide multi-tiered system of support that will address academic, behavioral and social emotional needs in order to provide a learning environment where all learners can be successful.