

Local Priorities

06.18.2024

CA Dashboard 101

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1

Current year results, and

2

Whether results improved from the prior year.

Two Types of Indicators

- ❑ **Statewide Indicators** → Pre-populated Data that comes directly from CNCA's submission to CALPADS
- ❑ **Local Indicators** → Self Reported



This is our focus today.

Why are these metrics significant?

State Measures

Six state measures allow for comparisons across schools and districts.

- Academic Performance
- Chronic Absenteeism
- College/Career Readiness*
- English Learner Progress
- High School Graduation Rate
- Suspension Rate

Schools and districts receive one of five Status levels on each of the state measures. For the 2022 Dashboard, the Status levels are reflective of the performance achieved during the 2021–22 school year.



Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

**Note: The College/Career Readiness measure is not reported on the 2022 Dashboard. Reporting of this measure will resume in 2023.*

What are the Local Indicators?

Local Indicators

What are the local indicators?

State data is not available for some priority areas identified in the Local Control Funding Formula statute. For these priority areas, the California State Board of Education (SBE) approved the local indicators, which are based on information that a local educational agency (LEA) collects locally. The local indicators are:

- Basic Services and Conditions (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate, as measured by a local climate survey (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Outcomes in a Broad Course of Study (Priority 8)
- Coordination of Services for Expelled Youth (Priority 9) – County offices of education only
- Coordination of Services for Foster Youth (Priority 10) – County offices of education only

CNCA's Ratings

- ❑ (Priority 1) Basic Services and Conditions - Met
- ❑ (Priority 2) Implementation of State Academic Standards - Met
- ❑ (Priority 3) Parent and Family Engagement - Met
- ❑ (Priority 6) School Climate - Met
- ❑ (Priority 7) Access to a Broad Course of Study - Met
- ❑ (Priority 8) Outcomes in a Broad Course of Study - Met



LCAP Annual Update

06.18.2024

What is the LCAP?

- **3-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities**
- **Submitted for a 3-year cycle with annual updates**
- **Development includes**
 - a. **Reflection on prior plans and follow-up actions**
 - b. **Addressing 8 state priorities and CA Dashboard Status**
 - c. **Goal, action, and metric development**
 - d. **Gathering stakeholder feedback**
 - e. **Resource allocation of state and federal funds**

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Goals and Action Items

1 - Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

Provide necessary standards-aligned curriculum

Support parents in helping their students increase SBAC proficiency in ELA and Math

Provide elective courses

Use federal funding to supplement our curriculum

2 - All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

Ensure adequate school facility operations

Ensure students have access and are enrolled in a broad course of study (i.e. social science, science, health, PE, VAPA, foreign language)

3 - Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

Leverage school staff across departments to foster positive pupil engagement

Provide student-facing supports across the school community to improve school climate

End of Cycle Outcome - Goal 1 Progress

Foster a place-based, rigorous academic program across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts) that equips all students with the knowledge, skills, and mindsets to increase college and career readiness.

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
SBAC Math	Will update for Mid-Year Update 2024				
SBAC ELA					
SBAC Science					
EL Reclassification					
HS: Pupils that pass AP exams with a score of 3 or higher					
HS: Pupils prepared for college by the EAP					
HS: A-G Requirements progress/A-G (graduation rate)					

End of Cycle Outcome - Goal 2 Progress

All students will learn from trained educators using standards-aligned instructional materials across a broad range of study (math, language arts, science, social science, PE/athletics, and the arts), with appropriate materials and in a clean, safe, and functional facility.

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
Local Indicator: % of teachers who are appropriately assigned and fully credentialed in the subject areas and appropriately assigned	65%	57%	53.50%	51%	72%
Local Indicator: # of students with standards-aligned materials	100%	100%	100%	100%	100%
Local Indicator: Whether school meets expectations of the CNCA Facility Audit	Met	Met	Met	Met	Met

End of Cycle Outcome - Goal 3 Progress

Foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

LCAP Metric	CNCA 1	CNCA 2	CNCA 3	CNCA 4	CNCAHS 2
Attendance Rate	Will update for Mid-Year Update 2024				
Chronic Absenteeism Rate					
Middle School Dropout Rate					
Expulsion Rate					
Local Indicator: Student Survey Question "I believe that my school is helping to give me the tools, skills, and support that I need to be ready for college"	We removed this question				
Local Indicator: Parent Survey Subsection: Family Engagement: "The degree to which families become involved with and interact with their child's school"	74%	77%	CAS: 80	76%	70%
			EIS: 72%		
HS: Dropout Rate	Will update for Mid-Year Update 2024				
HS: Graduation Rate					

2024-2027 LCAP Cycle: New Cycle, New Goals



2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
<p>Bridging Towards Belonging: Engaged School Community: We intentionally create school culture defined by connection and knowledge-building of one another, our students, and the families we serve. Together, we ensure that students are part of a safe and welcoming learning environment that meets their needs.</p>	<ul style="list-style-type: none">❑ Attendance Rate❑ Chronic Absenteeism❑ Dropout Rate❑ Suspension and Expulsion Data❑ Facility Inspection Toolkit Data❑ Student Climate Survey: Sense of Safety and Belonging❑ Family Climate Survey: School Safety and Sense of Connectedness❑ Parental Involvement

2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
High-Quality Teachers and Curriculum: We ensure that all students receive an excellent and meaningful education by investing in highly effective and culturally responsive teachers and rigorous, standards-aligned instructional materials.	<ul style="list-style-type: none">❑ Appropriately Credentialed and Assigned Teachers❑ Percent Of Students❑ Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home❑ Implementation of California academic content and performance standards for all students❑ % of English Learners provided access to CCCS-aligned ELD during designated and integrated ELD❑ Teacher Climate Survey: Sense of Safety and Connectedness❑ Broad Course of Study❑ HS: A-G Requirements❑ HS: Graduation Rate

2024-2027 LCAP Cycle: New Cycle, New Goals

Goal 1	Aligned Actions
Intellectual Engagement and Academic Achievement: We plan and reflect on instruction, school culture, and school-wide systems to ensure our schools regularly and deeply engage all students in high-quality, grade-level content and accelerate student learning with high expectations for all.	<ul style="list-style-type: none">❑ CAASPP Performance: Math and ELA❑ CAST Performance❑ ELPI❑ EL Reclassification❑ Internal Verified Data % Meeting Growth Metrics: i-Ready

