2017-2018
California School Dashboard
Local Indicators

Presented to the Board of Education

West Contra Costa Unified School District

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Research, Accountability, Assessment and Data

RAAD

California's Accountability System

- California School Dashboard reports district and school progress.
- State and Local Indicators are both set by the state.
- Dashboard results are used in the LCAP for annual performance reviews.

Evaluating Local Measures

- Districts respond to questions in the CDE's self-reflection tool to measure their progress using locally available information.
- Local indicators have three performance levels: Met*, Not Met, and Not Met for Two or More Years.
  *In the 2017-2018 school-year, Districts will be considered as having "Met" if they have reported the results.

PRIORITY 1: BASIC CONDITIONS - MET

Data is based on School Accountability Report Card from **2015-2016**

Number/percentage of mis-assignments of teachers of English Learners, total teacher mis-assignments, and vacant teacher positions	0 / 0% mis-assignments 2.8 FTE Vacancies
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0 / 0%
Number of identified instances where facilities do not meet the "good repair" standard	26 / 88%

PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS
PROFESSIONAL DEVELOPMENT - MET

Rate the LEA's progress up to 2016-17 in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks

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

Content Area	1	2	3	4	5
English Language Arts (ELA) Common Core State Standards for ELA			X		
English Learner Determination (Aligned to ELA Standards)			X		
Math- Common Core State Standards for Mathematics			X		
Next Generation Science Standards (NGSS)		X			
History Social Science (HSS)		X			

PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS (Continued)

INSTRUCTIONAL MATERIALS - MET

Rate the LEA's progress up to 2016-17 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

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)			X		
Common Core State Standards for Mathematics			X		
English Language Development (ELD) (Aligned to ELA Standards)			X		
Next Generation Science Standards (NGSS)		X			
History Social Science Standards (HSSS)		X			

PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS (Continued)
POLICIES AND PROGRAMS - MET

Rate the LEA's progress up to 2016-17 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

Content Area	1	2	3	4	5
Common Core State Standards for English Language Arts (ELA)			X		
Common Core State Standards for Mathematics			X		
English Language Development (ELD) (Aligned to ELA Standards)			X		
Next Generation Science Standards (NGSS)		X			
History Social Science Standards (HSSS)		X			

PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS (Continued)
OTHER ADOPTED ACADEMIC STANDARDS - MET

Rate the LEA's progress up to 2016-17 implementing each of the following academic standards adopted by the state board 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

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			

PRIORITY 2: IMPLEMENTATION OF ACADEMIC STANDARDS (Continued)
SUPPORT FOR TEACHERS AND ADMINISTRATORS - MET

During the 2015–16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators:
❏ *Identifying the professional learning needs of groups of teachers or staff as a whole*
❏ *Identifying the professional learning needs of individual teachers*
❏ *Providing support for teachers on the standards they have not yet mastered*

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

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			

PRIORITY 3: PARENT ENGAGEMENT - MET

CA School Parent Survey 2016-17 Results

Responses: 1,959 Elementary, 350 Middle, 254 High

Seeking input from parents/guardians	- School **allows input and welcomes parents' contributions** (43% Elementary, 41% Middle, and 27% High <u>Strongly Agree</u>) - School **actively seeks the input of parents before making important decisions** (37% Elementary, 31% Middle, and 25% High Strongly Agree)
Promoting parental participation	- Parents **feel welcome to participate** at this school (51% Elementary, 42% Middle, and 28% High <u>Strongly Agree</u>) - School **encourages me to be an active partner** with the school in educating my child (44% Elementary, 46% Middle, and 28% High <u>Strongly Agree</u>)
Why the LEA chose the selected survey	Cal-SCHLS is the most comprehensive assessment tool measuring school climate, engagement, risk behaviors, and social emotional health. Findings are directly related to LCAP Goal 3: Increase Parent & Community Engagement & Involvement and LCAP Goal 4: Increase Student Engagement and School Climate

PRIORITY 6: SCHOOL CLIMATE - MET

Summary of Key Indicators: **2016-2017** California Healthy Kids Survey Data

Students report:	Grade 5	Grade 7	Grade 9	Grade 11
A high level of school connectedness	45%	48%	34%	36%
One or more adult(s) at school care about them	48%	30%	20%	26%
There are high expectations	52%	48%	33%	33%
There is a high level of meaningful participation	18%	11%	9%	11%
They feel safe at school most or all of the time	67%	59%	51%	51%