

2018-2019 Remaining LCAP Local Indicators

October 17, 2019

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What are Local Indicators?

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, a local educational agency (LEA) will measure and report its progress through the Dashboard based on locally collected data.



Local Indicators in the Dashboard

Priority 1: Basic Conditions at School

Priority 2: Implementation of State Academic Standards

Priority 3: Parent Engagement

Priority 6: Local Climate Survey

Priority 7: Access to a Broad Course of Study Priority

Performance Standard

The SBE approved standards for the local indicators that support an LEA in measuring and reporting progress within the appropriate priority area. The approved standards require an LEA to:

- Annually measure its progress
- ***Report the results at a regularly scheduled public meeting of the local governing board***
- Report results to the public through the Dashboard Projected December Release

Alameda Unified Local Indicators

Performance Standard	Local Data	June 11 th & 25 th LCAP Presentation	Oct 17 th Presentation
Priority 1: Basic Conditions at School	Percent of school sites promptly addressing complaints of other deficiencies		X
	Mis-assignments of Teachers of English Learners	X	
	Percent of students without access to their own copies of Standards-Aligned Instructional Materials	X	
	Instances where facilities do not meet the good repair standard	X	
Priority 2: Implementation of State Academic Standards	ELA & Math SBAC Results		X
	Science CAST	<i>We do not have official scores at this time</i>	
	ELs accessing CCSS in a setting with English-Only Peers	X	
	CTE Pathway completion of graduating seniors		X
	Physical Fitness Test		X
Priority 3: Parent Engagement	CSPS Survey Results on selected questions		X
Priority 6: Local Climate Survey	CHKS Survey Results on selected questions	X	
Priority 7: Access to a Broad Course of Study Priority	AP Enrollment	X	
	Graduating Seniors Meeting UC A-G Requirements		X
	Non-newcomer ELs accessing CCSS in a setting with English-Only Peers	X	

Priority 1: Basic Conditions at School

Addressing Complaints

100% of school sites promptly address complaints or other deficiencies.

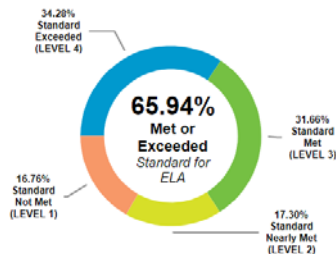
A log is maintained to record when responses are due, when they were responded to, when they were official considered closed. All communication and responses are documented and filed with separate case numbers assigned to each complaint.

Priority 2: Implementation of State Academic Standards

2016-2017

ELA

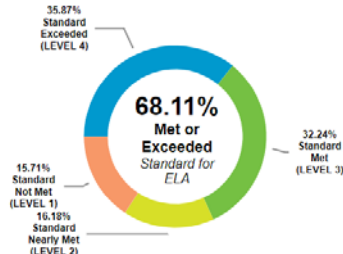
Percent of students within each achievement level



2017-2018

ELA

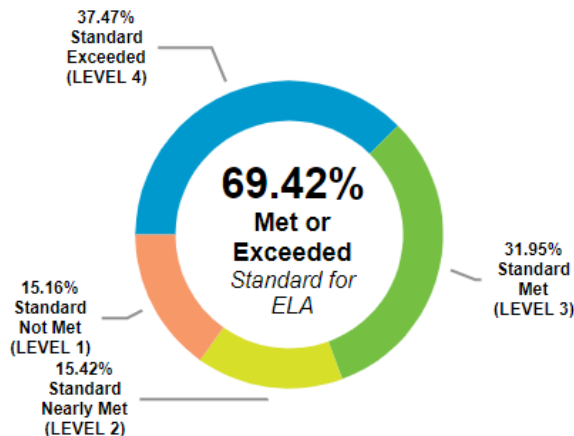
Percent of students within each achievement level



2018-2019

ELA

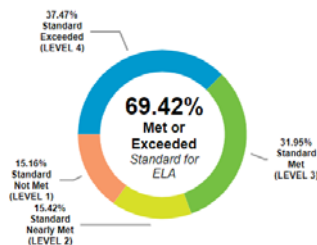
Percent of students within each achievement level



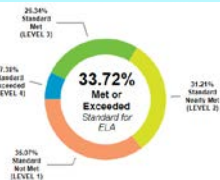
Priority 2: Implementation of State Academic Standards

2018-2019 ELA Overall

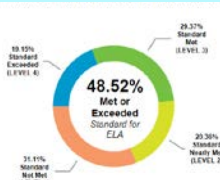
Percent of students within each achievement level



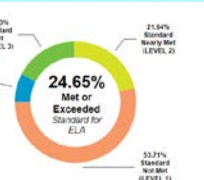
EL Students



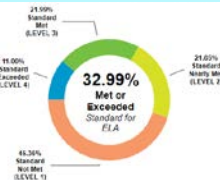
SED Students



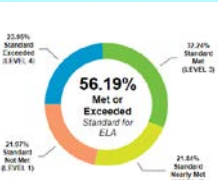
Students with Disability



African American Students



Hispanic/Latino Students

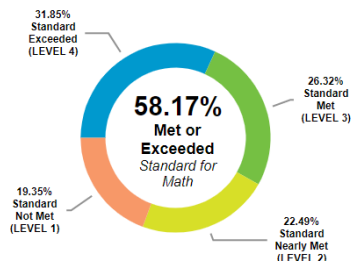


Priority 2: Implementation of State Academic Standards

2016-2017

Mathematics

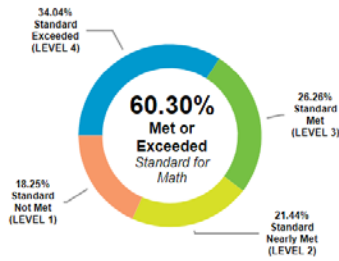
Percent of students within each achievement level



2017-2018

Mathematics

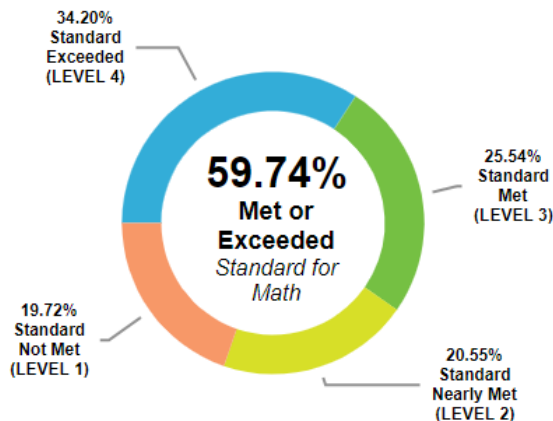
Percent of students within each achievement level



2018-2019

Mathematics

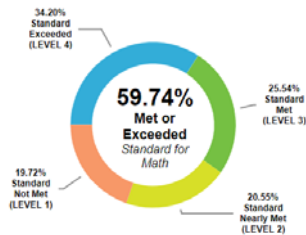
Percent of students within each achievement level



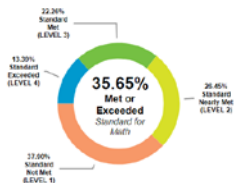
Priority 2: Implementation of State Academic Standards

2018-2019 Math Overall

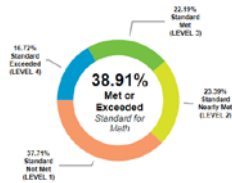
Percent of students within each achievement level



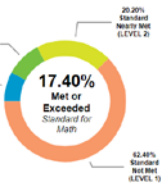
EL Students



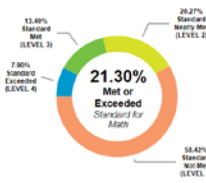
SED Students



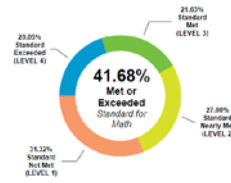
Students with Disability



African American Students



Hispanic/Latino Students



Priority 2: Implementation of State Academic Standards

- CTE Pathway completion of graduating seniors.

2015-16	2016-17	2017-18	2018-19
3.6%	3.8%	8%	12.2%

- Physical Fitness Test
 - In 2018-19 most of Alameda Unified Students (63%) passed the Physical Fitness Test in 5th, 7th, or 9th grade.

Priority 3: Parent Engagement

Seeking Input for Decision Making

Building Relationships

Building Partnerships

3 Focal Questions from California School Parent Survey (CSPS)

The school actively seeks the input of parents before making important decisions

Parents feel welcome to participate at their school

Participated in one or more: event, meeting, committee, volunteering, etc.

Additional, more specific questions around Input for Decision Making from CSPS

Additional, more specific questions around Building Relationships from CSPS

Additional, more specific questions around Building Partnerships from CSPS

Priority 3: Parent Engagement

Seeking Input for Decision Making

Percentage of parents/guardians completing survey* reporting that their school actively seeks the input of parents before making important decisions (% marking 'Strongly Agree' or 'Agree')

Building Relationships

Percentage of parents/guardians completing survey* reporting that parents feel welcome to participate at their school (% marking 'Strongly Agree' or 'Agree')

Building Partnerships

Percentage of parents/guardians completing survey reporting that they have participated in one or more of the following: school or class event, general school meeting, PTA meeting, school committee, school fundraiser or served as a school volunteer

Group	2016-17	2017-18	2018-19
All	62%	62%	61%
EL	74%	79%	70%
SED	65%	73%	65%
SpED	57%	69%	63%
African American	--	--	45%
Hisp/Latino	--	--	69%

Group	2016-17	2017-18	2018-19
All	78%	84%	86%
EL	85%	91%	88%
SED	77%	87%	86%
SpED	78%	85%	84%
African American	--	--	78%
Hisp/Latino	--	--	85%

Group	2016-17	2017-18	2018-19
All	90%	94%	97%
EL	89%	96%	96%
SED	87%	95%	98%
SpED	92%	96%	94%
African American	--	--	95%
Hisp/Latino			95%

Priority 3: Parent Engagement

Seeking Input for Decision-Making

	All %	ES %	MS %	HS %
School allows input and welcomes parents' contributions.				
Strongly agree	35	43	22	24
Agree	46	45	49	46
Disagree	7	5	8	12
Strongly disagree	3	2	5	4
Don't know/NA	9	5	16	14
School encourages me to be an active partner with the school in educating my child.				
Strongly agree	40	49	25	24
Agree	47	44	52	52
Disagree	6	4	10	12
Strongly disagree	2	2	4	3
Don't know/NA	5	2	10	8

81% Agreement

87% Agreement

Priority 3: Parent Engagement

Building Relationships

School Promotes Respect of All Cultural Beliefs and Practices

	All %	ES %	MS %	HS %
Strongly agree	41	45	33	34
Agree	46	45	49	49
Disagree	3	3	4	5
Strongly disagree	2	1	1	2
Don't know/NA	8	6	13	10

87% Agreement

School staff treat parents with respect.

Strongly agree	41	49	30	26
Agree	50	44	59	59
Disagree	4	4	4	6
Strongly disagree	2	1	3	3
Don't know/NA	3	2	4	6

91% Agreement

School staff are helpful to parents.

Strongly agree	37	43	30	24
Agree	51	49	55	56
Disagree	5	5	6	8
Strongly disagree	2	2	2	3
Don't know/NA	5	2	7	10

88% Agreement

Priority 3: Parent Engagement

Building Partnerships

	All %	ES %	MS %	HS %
Letting you know how your child is doing in school between report cards				
Very well	52	52	59	48
Just okay	30	30	23	34
Not very well	10	9	11	12
Does not do it at all	7	7	6	4
Don't know/NA	1	1	1	1

82% Agreement

School keeps me well-informed about school activities.				
Strongly agree	47	50	43	40
Agree	46	43	50	51
Disagree	5	4	5	5
Strongly disagree	2	2	1	3
Don't know/NA	1	1	1	1

93% Agreement

School promptly responds to my phone calls, messages, or e-mails.				
Strongly agree	35	42	22	25
Agree	47	45	50	50
Disagree	6	5	9	9
Strongly disagree	3	2	5	4
Don't know/NA	9	6	14	13

82% Agreement

Providing information about how to help your child with homework				
Very well	41	54	21	19
Just okay	31	30	37	27
Not very well	12	7	19	21
Does not do it at all	9	5	15	17
Don't know/NA	8	5	7	15

72% Agreement

Priority 7: Access to a Broad Course of Study

- Number of 12th graders 2018-19

Group	Students
All	741
SED	258
EL	76
SWD	76
AA	60
H/L	96

- Graduating Seniors Completing UC A-G Requirements

Group	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19
All	52.5%	52.6%	53.3%	56%
SED	41.8%	35.9%	41.1%	42%
EL	9.8%	4.6%	6.6%	4%
SWD	12.8%	15.9%	8.5%	8%
AA	21.0%	38.0%	34.9%	28%
H/L	28.9%	34.0%	35.0%	42%

Next Steps

This data is for reporting purposes. However, it does have implications for our next LCAP process:

- Prioritize focus areas and metrics we are progress monitoring grounded in strategic planning work. State level data is insufficient for improvement, we must dig deeper into a few metrics instead of shallowly into many.
- Continue to disaggregate data in the LCAP/strategic planning process to determine specific goals and strategies needed to do additional root cause analysis in these areas:
 - Overall ELA scores are improving, but still significant gaps for all subgroups
 - Math scores not improving and significant gaps for all subgroups
 - Equitable participation in A-G courses particularly for African American and Students with Disabilities
 - Seeking input in decision making from all parents and subgroups
 - Building relationships with African American families
- Implement *pilot* homework policy and continue to refine the policy by digging into data in Parent Survey.

Questions?