

2022-23 AUSD Local Indicators Reporting

Background

For Local Control Funding Formula (LCFF) priorities in the LCAP where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard on locally collected data. Many of these indicators come in the form of narratives or self-reflection tools based on data collected at the state or locally. Not only are local indicators within our LCAP and LCFF priorities, because they are reported through the dashboard, they can be used to identify districts for differentiated assistance (the second tier of assistance that one or more agencies is required by statute to provide to local educational agencies or schools that meet certain eligibility criteria). Below you can see how the State and Local Indicators feed into LCAP Priority Areas:

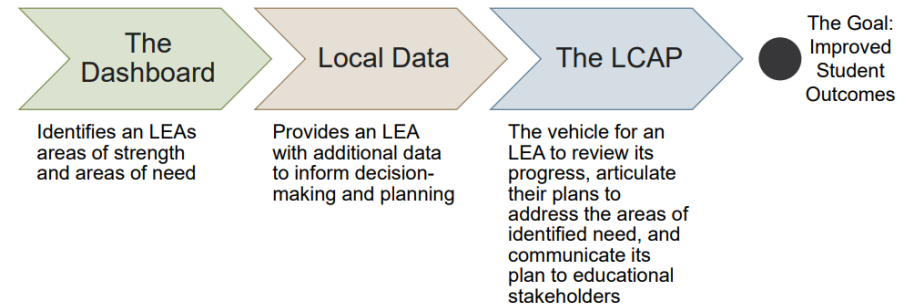
Indicators by Priority Areas

The following table shows each priority area and its corresponding state and/or local indicator:

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Conditions at schools (Priority 1)	Not Applicable (NA)	Basic Conditions at School
Implementation of State Academic Standards (Priority 2)	NA	Implementation of State Academic Standards
Parental Engagement (Priority 3)	NA	Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	NA
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	NA
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	NA
Coordination of Services for Expelled Students (Priority 9)	NA	Coordination of Services for Expelled Students**
Coordination of Services for Foster Youth (Priority 10)	NA	Coordination of Services for Foster Youth**

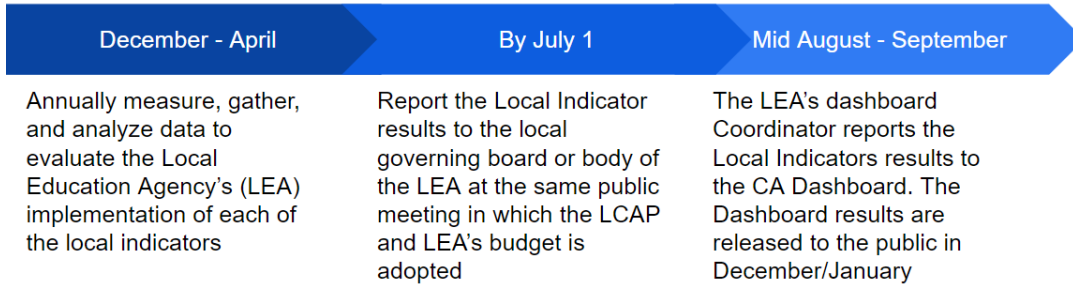
** County offices of education only

The Dashboard Informs the Development of the LCAP



Timeline

The State Board of Education adopted performance standards for local indicators require an LEA to:



Since the release of the CA Dashboard in 2017 AUSD has "Met the Standard"

Ideally, an analysis and reflection of the dashboard data, including local indicators, would inform our next year's LCAP. In some cases, the data is released in time for the next year's planning, but in some cases it is not in which case the most recent data (from the prior year) is used.

Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1)

LEAs will use locally available information, including data reported through the School Accountability Report Card, to provide evidence of progress relevant to this local indicator.

Data Indicators

Data Indicator	Resources	Report the most recent year data is available and note the year
Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions	State published metrics unavailable. AUSD conducted internal calculations based on data rules that may result in slightly different metrics when published by the state.	2022-23 AUSD Internal Calculation: 2.10%
Percentage of teachers fully credentialed and highly qualified		2022-23 AUSD Internal Calculation: 94.3%
Percentage of teachers appropriately assigned		2022-23 AUSD Internal Calculation: 100%
Percentage of teachers qualified to teach ELs		2022-23 AUSD Internal Calculation: 98.3%

Implementation of Academic Standards (Priority 2)

This measure covers the implementation of state academic standards. Local Educational Agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and report to stakeholders and the public through the Dashboard. The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Data Indicators

Data Indicator	Resources	Report the most recent year data is available and note the year
Math & English SBAC Distance from Meeting Standard by subgroups: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	CAASPP website/STAR results	Math 21-22 Actual: All 7.2 EL -17.8 SED -49.3 SWD -92.3 HY -190.4 AA -102.8 A +34.2 FIL -2.7 H/L -36.2 PI -89.1 Multi +15.2 White +23.7 ELA 21-22 Actual: All +36.7 EL -2 SED -16.7 SWD -66.9 HY -74.3

		AA -50.3 A +51.2 FIL 35.4 H/L 5.9 PI -32.2 Multi +43.3 White +53.9
High School Graduation Rate by subgroups: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	Dataquest	2021-22 Four Year Graduation Rate All 94.4% EL 85.3% SED 90.8%% SWD 74% HY too small to protect anonymity AA 90.5% A 97.3% FIL 96.5% H/L 89.5% PI too small to protect anonymity Multi 92.1% White 95.2%
CA Standards Aligned Professional Development	Internally reported	2022-23 100%
CA Standards Aligned Classroom Tasks	School Walkthrough Tools	100% of schools are conducting walkthroughs with their own walkthrough tools. Our next step is to decide if we want common questions in the tool to collect together.
English Learner Reclassification Rate	Dataquest	2021-22: As of May 11th, the state has not released these results. Internal calculations

for all ELs and LTELs		are: All EL = 19.38 % LTELs = 22 %
Percent of non LTEL English Learners who are at risk of becoming LTELs by: All, K-5, 6-8, 9-12	Dataquest	2021-22 All 15.8% K-5 24% 6-8 6.8% 9-12 7.8%
Percentage of non-newcomer ELs accessing CCS in setting with English-Only peers	Internally reported	2022-23 K-5: 100% 6-12: 100%
Percentage of ELs receiving designated ELD instruction with fidelity to district model and aligned to ELD standards	Internally reported	2022-23 K-5: 100% 6-12: 100%

Narrative/Reflection for Implementation of Academic Standards

Parent and Family Engagement (Priority 3)

LEAs use this self-reflection tool to report the measurement of their progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions and services in the LCAP.

Data Indicators

Data Indicator	Resources	Report the most recent year data is available and note the year
Family Relationships and Trust Survey Results by key demographics	N/A - this is internally calculated	2022-23 Actual Average percent of respondents above a 3 All – 94% Hispanic or Latino - 97% Pacific Islander - N/A White – 95% Asian - 96% Black - 91% Declined to state - 84% Filipino - 100% Free/Reduced Lunch: 97% SWD: 92% Primary language at home is not English*: 97% Sexual Identify Non-Heterosexual – 96% Gender Identity Non-Binary – 86%

		<p>Note: All student groups are self reported by families.</p> <p>* Only includes responses when English was not included as a language spoken at home.</p>
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[Narrative/Reflection Parent and Family Engagement](#)

School Climate (Priority 6)

LEAs will provide a narrative 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 in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school safety and connectedness.

Data Indicators

Data Indicator	Resources	Report the most recent year data is available and note the year
CHKS Student Safety Question by Grade/Grade Level*	CHKS Reports (publicly available in fall of following year)	<p>2022-23 Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “very safe” or “safe” when asked “How safe do you feel when you are at school?” (Secondary)</p> <p>Grade 5 - 86% Grade 7 - 71% Grade 9 - 66% Grade 11 - 60%</p> <p>Grade 5 by Race/Ethnicity American Indian/Alaska Native* Asian/Asian American - 81% Black/African American 69% Hispanic or Latinx - 81% Native Hawaiian or Pacific Islander* White - 83% Mixed (two or more) ethnicities - 78% Something Else - 68%</p>

		<p>Grade 7 by Race/Ethnicity American Indian/Alaska Native* Asian/Asian American - 71% Black/African American - 69% Hispanic or Latinx - 68% Native Hawaiian or Pacific Islander* White - 74% Mixed (two or more) ethnicities - 69% Something Else - 62%</p> <p>Grade 9 by Race/Ethnicity American Indian/Alaska Native* Asian/Asian American - 66% Black/African American - 58% Hispanic or Latinx - 61% Native Hawaiian or Pacific Islander* White - 65% Mixed (two or more) ethnicities - 63% Something Else - 47% *Too small sample size to report</p> <p>Grade 11 by Race/Ethnicity American Indian/Alaska Native* Asian/Asian American - 55% Black/African American - 51% Hispanic or Latinx - 57% Native Hawaiian or Pacific Islander* White - 60% Mixed (two or more) ethnicities - 60% Something Else - 63% *Too small sample size to report</p>
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*This focus will shift to questions about relationships and trust in the future.

[Narrative/Reflection Tool School Climate](#)

Access to a Broad Course of Study (Priority 7)

LEAs annually measure their 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* 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.

Data Indicators

Data Indicator	Resources	Report the most recent year data is available and note the year
UC A-G Requirement Completion: Percentage of Graduating Seniors completing UC A-G requirements: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	Ed Data	2021-22 All 68.6% EL 34.4% SED 58.4% SWD 14.3% HY too small to protect anonymity AA 45.6% A 82.7% FIL 70.9% H/L 47.1% PI too small to protect anonymity Multi 69% White 72.5%
Advanced Placement Enrollment: Percentage of students (Grades 10-12) enrolling in at least 1 AP course by: All, SED, EL, SWD, HY, AA, A, F, H/L, W, M	AERIES (internally calculated)	2021-22 48%

Career Pathway Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathway Overall	College and Career Pathway Additional Reports CA Dashboard	2021-22 18%
Career Pathway Enrollment: Percentage of High School Students Enrolled in CTE Pathway Coursework Overall	College and Career Pathway Additional Reports CA Dashboard	2021-22 27%
Career Pathway AND UC A-G Completion: Percentage of 12th grade students completing Career Technical Education (CTE) Pathways AND UC A-G Requirements Overall	College and Career Pathway Additional Reports CA Dashboard	2021-22 17%
Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in Math on EAP (SBAC Level 3 or higher)	CAASPP Website	2021-22 All 50.85% EL 22% SED 11.54% SWD 11.54% HY too small to protect anonymity AA 10.25% A 62.98% FIL 50% H/L 30.19% PI too small to protect anonymity Multi 50% White 59.77%

<p>Early Assessment Program (EAP): Percentage of 11th grade students demonstrating college readiness in ELA on EAP (SBAC Level 3 or higher)</p>	<p>CAASPP Website</p>	<p>2021-22 All 71.74% EL 12.20% SED 54.60% SWD 21.56% HY too small to protect anonymity AA 28.95% A 78.92% FIL 76.74% H/L 58.88% PI too small to protect anonymity Multi 78.05% White 77.57%</p>
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[Narrative/Reflection Broad Course of Study](#)