ALAMEDA UNIFIED SCHOOL DISTRICT
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Report on Local Indicator Data for California School Dashboard

November 13, 2018

Teaching and Learning, Educational Services

Presentation Goals

Report results measuring AUSD's annual progress in the five* Local Indicators areas defined by the state:

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

- Implementation of State Academic Standards (Priority 2)

- Parent Engagement (Priority 3)

- School Climate (Priority 6)

- Access to a Broad Course of Study (Priority 7)*

*NEW for Fall 2018 Dashboard Release

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California School Dashboard Requirements

The local indicators address those local control funding formula (LCFF) priority areas for which data is not collected at the state level. Each LEA is required to determine whether it has *Met, Not Met, or Not Met for Two or More Years* the standard for each applicable local indicator. LEAs that meet the State Board of Education-approved standards will receive a "Met" on its Dashboard. An LEA meets the standards when it:

1. Measures its progress using locally available data,

2. Reports the results to the LEA's local governing board at a regularly scheduled public meeting of the local governing board, and

3. Uploads and publicly reports the results through the Dashboard.

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Elements of Priority 1

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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Appropriately Assigned Teachers

Measurement	2015-16	2016-17	2017-18
Percentage of teachers fully credentialed and highly qualified	97	95	97.9
Percentage of teachers qualified to teach English Learners	98.8	99.8	98.8
Percentage of teachers appropriately assigned	99	99	99

In 2017-18 there were 3 total misassignments.
In 2017-18 there were no remaining teacher vacancies at the end of the year.

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Access to Curriculum Aligned Instructional Materials

Measurement	2015-16	2016-17	2017-18
Number of substantiated instructional materials Williams complaints per year	0	0	0

Annually a certification is prepared for the Board on or before the eighth week of school to certify sufficiency of pupil textbooks and instructional materials. This was done most recently on October 9, 2018.

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Safe, Clean, and Functional School Facilities

Measurement	2015-16	2016-17	2017-18
Percentage of school sites scoring at least 'good' using the Facilities Inspection Tool (FIT)	100	100	100

The FIT has been developed by the Office of Public School Construction to determine if a school facility is in 'good repair' as defined by Education Code (EC) Section17002(d)(1).

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Parent Engagement (Priority 3)

To measure progress in this area, AUSD started in 2016-17, and will continue to use ongoing, the California School Parent Survey (CSPS) developed by WestEd for the California Department of Education (CDE). AUSD selected this survey because of its status as a companion tool to the California Healthy Kids Survey (CHKS), a measure used in our assessment of school climate. Based on its companion status, results can be compared to student responses in the CHKS.

It is expected that increased parent/guardian input in decision making and participation in school programs will have positive impacts on student engagement and overall academic performance.

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Parent Engagement (Priority 3)

Measurement	2016-17	2017-18
Percentage of parents/guardians completing the survey who strongly agree or agree with statement: *This school actively seeks the input of parents/guardians before making important decisions.*		
All Parents/Guardians (N = 1348)	62	53
Parents of English Learners (N = 52)	74	67
Parents of Socioeconomically Disadvantaged Students	65	63
Parents of Students with Disabilities	57	59

In 2017-18, 1845 parents/guardians completed the CSPS, an increase over 2016-17 (1348 parents/guardians).

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Parent Engagement (Priority 3)

Measurement	2016-17	2017-18
Percentage of parents/guardians who strongly agree or agree with statement: *Parents feel welcome to participate at this school.*		
All Parents/Guardians	78	73
Parents of English Learners	85	76
Parents of Socioeconomically Disadvantaged Students	77	73
Parents of Students with Disabilities	78	73

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Parent Engagement (Priority 3)

Measurement	2016-17	2017-18
Percentage of parents/guardians completing the survey and reporting that they have served as a school volunteer or participated in one or more of the following: *School or class event, general school meeting, PTA meeting, school committee, school fundraiser*		
All Parents/Guardians	90	82
Parents of English Learners	89	76
Parents of Socioeconomically Disadvantaged Students	87	56
Parents of Students with Disabilities	92	83

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School Climate (Priority 6)

To measure progress in this area, AUSD utilizes the California Healthy Kids Survey (CHKS). WestEd describes the CHKS as a survey of resiliency, protective factors, risk behaviors, and school climate.

AUSD has previously administered the CHKS in alternating years as part of our participation in the Tobacco Use Prevention Education (TUPE) program. Beginning in 2016-17 and ongoing, AUSD will administer the CHKS annually to measure progress on school climate for the LCFF Local Indicator (Priority 6).

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School Safety

Measurement	2016-17	2017-18
Percentage of 5th grade students reporting that they feel safe at their school most, or all, of the time.	84	82
Percentage of students who report that they feel very safe, or safe, in their school. All 7th grade 9th grade 11th grade	 67 71 65 65	 63 63 62 67

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School Connectedness

Measurement	2016-17	2017-18
Percentage of 5th grade students reporting that they feel close to people at their school most, or all, of the time.	65	58
Percentage of students who agree or strongly agree that they feel very safe, or safe, in their school. All 7th grade 9th grade 11th grade	63 70 66 58	59 62 62 58

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School Connectedness

Measurement	2016-17	2017-18
Percentage of 5th grade students reporting that they feel happy to be at their school most, or all, of the time.	80	76
Percentage of students who agree, or strongly agree, that they are happy to be at their school. All 7th grade 9th grade 11th grade	64 71 64 54	58 63 59 54

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School Connectedness

Measurement	2016-17	2017-18
Percentage of 5th grade students reporting that they feel like they are a part of the school most, or all, of the time.	80	76
Percentage of students who agree, or strongly agree, that they are a part of their school. All 7th grade 9th grade 11th grade	56 63 58 49	56 60 56 54

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Implementation of Academic Standards (Priority 2)

Measuring Progress:

- Common Core State Standards (CCSS)
    - Smarter Balanced Assessment Performance: English Language Arts
    - Smarter Balanced Assessment Performance: Mathematics
    - Percentage of non-newcomer English Learners accessing CCSS in a setting with English-only peers
- English Language Development (ELD) Standards
    - Percentage of English Learners receiving designated ELD instruction with fidelity to district model and aligned to ELD Standards
- Career Technical Education (CTE) Standards
    - Percentage of students completing a CTE Pathway

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Implementation of Academic Standards (Priority 2)

Future Measures:

- Next Generation Science Standards (NGSS)

  – California Science Test (2017-18 Field Test, 2018-19 Operational)

  – Ongoing Professional Development support to implement NGSS-aligned Full Option Science System (FOSS) Curriculum K-8 and NGSS training for 9-12

- History-Social Science Standards

  – New History-Social Studies Framework adopted July 2016 – Professional Development initiated during 2016-17

  – Instructional Materials Adoption 2018-19, Implementation 2019-20

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Smarter Balanced Assessment: ELA

Subgroup	2018 Group Size (N)	Percentage of Students Meeting or Exceeding Standard					
		Alameda County	State	2015	2016	2017	2018
All Students	4647	56	50	63	67	66	68
English Learners	670	13	13	33	34	31	32
Economically Disadvantaged	1433	34	38	41	45	44	48
Students With Disabilities	453	16	15	18	20	21	22

- All three subgroups out-perform their county and state peers.
- All three identified subgroups improved over the previous year, with students with disabilities showing improvement for the third consecutive year.
- Significant gaps in achievement continue to be evidenced for all three identified subgroups.

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Smarter Balanced Assessment: Math

Subgroup	2018 Group Size (N)	Percentage of Students Meeting or Exceeding Standard					
		Alameda County	State	2015	2016	2017	2018
All Students	4670	49	39	55	58	58	60
English Learners	693	15	13	32	33	36	36
Economically Disadvantaged	1445	26	26	34	36	37	40
Students With Disabilities	451	14	12	18	16	21	18

- Economically Disadvantaged students improved for the third consecutive year.
- Students with Disabilities saw their performance decrease to 2015 levels and English Learners maintained their performance level from 2017.
- All three identified subgroups continue to show significant performance gaps from All Students.
- All three subgroups out-perform their county and state peers.

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Implementation of CCSS Standards for ELs

Measurement	2015-16	2016-17	2017-18
Percentage of non-newcomer English Learners accessing CCSS in setting with English-only peers			
Elementary (K-5)	89	98.3	98.3
Secondary (6-12)	63	76.3	97

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Implementation of ELD Standards

Measurement	2015-16	2016-17	2017-18
Percentage of English Learners receiving designated ELD instruction with fidelity to district model and aligned to ELD standards			
Elementary (K-5)	57.3	62.8	70
Secondary (6-12)	38	63.2	61

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Implementation of CTE Standards

Measurement	2015-16	2016-17	2017-18
Percentage of graduating students completing a Career Technical Education (CTE) Pathway	3.6	3.8	4.5

Access to a Broad Course of Study (Priority 7)

Measuring Progress:

- Enrollment in Advanced Placement (AP) Coursework
  - Percentage of 10th-12th grade students enrolled in at least 1 AP course
- University of California (UC) 'a-g' Eligibility
  - Percentage of graduating seniors meeting UC a-g requirements
- English Learner Access to Common Core State Standards (CCSS)
  - Percentage of non-newcomer English Learners accessing CCSS in setting with English-only peers (also used in Priority 2)

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Advanced Placement (AP) Course Enrollment

Percentage of 10th-12th grade students enrolled in at least 1 AP Course

Student Group	2016-17	2017-18
All Students	45	50
Socioeconomically Disadvantaged Students	36	37
English Learners	17	22
Students with Disabilities	4	8
Black/African American Students	25	21
Hispanic/Latino Students	27	44

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University of California (UC) 'a-g' Eligibility

Percentage of graduating seniors meeting UC 'a-g' requirements

Student Group	2016-17	2017-18
All Students	52.6	53.3
Socioeconomically Disadvantaged Students	35.9	41.1
English Learners	4.6	6.6
Students with Disabilities	15.9	8.5
Black/African American Students	38	34.9
Hispanic/Latino Students	34	35

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Next Steps

What are the requirements for achieving "Met" on Local Indicators?

A local agency will receive a "Met" rating on any local indicator for which it has:

- Measured its annual progress,

- Reported the results at a regularly scheduled meeting of the local governing board
(this may be an information item rather than an action item), and

- Uploaded the results to the Dashboard by the November 16, 2018 deadline.

Where can I get more information on the reporting requirements for the Local Indicators?

Additional details and guidance on the reporting requirements for Local Indicators may be found on the California Department of Education's Local Indicators web page: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp.

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Questions?

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