



**WILLOWS UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

DATE: November 1, 2018

AGENDA TOPIC: Local Indicators for the CA School Dashboard

PRESENTER: Ellen Hamilton, Director of State & Federal Programs

BACKGROUND INFORMATION:

Data is not collected at the state level for some priority areas. For these priority areas, local educational agencies (LEAs) will measure and report their progress through the Dashboard based on locally collected data. The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area.

The local indicators are: Priority 1: Basic Services, Priority 2: Implementation of State Academic Standards, Priority 3: Parent Engagement, Priority 6: School Climate (Priority 6 also includes a state indicator), Priority 7: Access to a Broad Course of Study.

The standards for the local performance indicators are based on whether LEAs: measure their progress on the local performance indicator based on locally available information, and report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs determine whether they have (Met, Not Met, or Not Met for Two or More Years) for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.

RECOMMENDATION:

Approval is recommended for the Local Indicators for the CA School Dashboard.

Optional Narrative:

Mission Statement:

“Preparing today’s students for tomorrow’s challenges”

Vision Statement:

Willows Unified School District (WUSD) provides a safe, engaging, student focused learning environment where each student:

- Realizes his/her full potential
- Develops respect and tolerance for self and others
- Becomes a productive member of our global society.

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

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions--0
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home—75% of our students at Murdock Elementary School are missing instructional materials in Social Science, and 100% of our students at Murdock Elementary School are missing instructional materials in Science aligned to NGSS.
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)--0

WUSD works with the Glenn County Office of Education to monitor teacher assignment compliance to determine if teachers are appropriately certified and authorized to teach in their subject area(s).

Annually, representatives of the Glenn County Office of Education visit schools per the Williams Settlement, to ensure that students have access to sufficient instructional materials in core subjects and to assess compliance with facilities maintenance. Upon review, Murdock Elementary School is out of compliance with Williams Settlement legislation requirements due to the lack of sufficiency of materials for Science and Social Studies. In addition, the latest School Accountability Report Cards were accurately reported for all schools.

Priority 2: Implementation of State Academic Standards

The Willows Unified School District (WUSD) tracks its progress in implementing the state academic standards adopted by the State Board of Education and identifies student growth through the following:

- Setting goals and expectations
- Refining and modifying instructional practices and investing in curriculum that aligns with California State Standards
- Providing Professional Development for all staff
- Checking for understanding through the use of formative assessments, interim assessments, annual CAASPP testing, ELPAC testing, and evaluation of student work
- Teacher collaboration
- Classroom/teacher observations
- The LCAP Survey

These measurements allow WUSD to drive instruction and learning; inform students of their progress; guide teachers in creating sound instructional practices; and develop goals for improvement.

ELA- After gathering and reviewing data through formative assessments and CA Dashboard results, WUSD has identified that we are still working on fostering full awareness of the new CA ELD Standards and improving instruction and increasing learning for ELD students. Evidence of the emphasis on improvement in this area include the District's work to enhance Professional Development on curriculum implementation and the development of well-planned units that include clear learning goals.

Math- The District's teachers have been working with the Glenn County Office of Education and College Prep Math (CPM) consultants and coaches to plan and develop math lessons that are focused on increasing student engagement and improving student achievement. Our goal is to get teachers working fluently with the new math standards and to have students take ownership of their learning and progress towards mastery.

Social Science and Next Generation Science Standards- the District is currently still exploring new curricula that meets the CA standards for Social Science and the Next Generation Science Standards. Surveys from Administrators indicate that there is a clear emphasis needed in Science and Social Science—curriculum, textbooks, etc.

WUSD has paired up with Butte County and Glenn County Offices of Education for the Student Support and Academic Enrichment Grant in exploring the District's needs in the Visual and Performing Arts area.

The following is a summary of our District's perceived rankings related to the state standards based upon the Standards Implementation Metric. Using this established metric, the individual site Principals rated their schools according to each criteria, and scores were averaged to get a district overall score.. The following scale was used and the scores appear below:

Scale: 1- Initial Awareness; 2-Developing Awareness; 3-Full Awareness; 4-Student Awareness; 5- Full Implementation

- ELD- 4
- Career Technical Education- 3
- Health Education Content Standards- 4
- History-Social Content Standards- 2
- Physical Education Model Content Standards- 3
- Next Generation Science Standards- 2
- Visual and Performing Arts- 3

Priority 3: Parent Engagement

Key Findings to Promote Parental Participation in Programs and Parental Input in School-District Decision Making:

The rise of parent and community involvement fostered an increase in improved student behavior district-wide. The WUSD invited students and parents to join committees to help make important decisions for our students' education and to maintain safe learning environments for students and staff members. Some ways our schools go about seeking parents/guardians in school decision making include the following examples: District, Site Leadership Team (DSLTL); School Site Council; AG Boosters; WHS Boosters; and Band Boosters. Additionally, parent surveys and meetings; Back to School Nights; Open House gatherings; Blackboard phone calls; emails; parent newsletters; staff websites; and more help to keep parents and community members aware of school related information.

Some of the key findings from the input received from parents indicated that they felt the schools were safe; the schools offered a variety of courses to meet the needs of students; the school culture to be alive

and thriving; and the schools' perceived need for other approaches to address individual student concerns/issues and ways to deal with school rules, dress codes, etc.

The District also created an LCAP survey. The purposes of the LCAP survey were to get feedback from all stakeholders to help the District identify areas of strength and improvements for each school; to voice stakeholders' perspectives on the State Priorities highlighted throughout the Plan; and to comment on issues specifically affecting them. The findings helped the district make decisions and set goals established in the LCAP.

Priority 6: School Climate

According to the results of the California Healthy Kids Survey 2017 and the LCAP Survey 2017-2018, students generally perceive school as a very safe or safe place (70% at the elementary school level; 64% at the intermediate school level; and 54% at the high school level). Only 4% of the students in WUSD experienced violence and victimization, while 1% of student behavior infractions were related to weapon possession on school property. Over 60% of WUSD students feel connected to teachers and schools. The district has hired at least one full time counselor at every school site to, among other things, help increase parent and students' knowledge and skills in career planning; understand graduation requirements and preparation for college and career; and to increase awareness of intervention strategies and support programs within the community to help prepare students in reaching their optimal potential. The district also works with the School Attendance Review Board (SARB), the Community Health Department, and the Glenn County Office of Education to assist in student interventions, parent education, and staff professional development.

Priority 7: Access to Broad Course of Study

The WUSD schools offer students access to a limited broad course of study. Some of the tools and indicators used at each site to track the extent to which students have access to a broad course of study include the following: the high school master schedule; course catalog; counselor/student meetings; student surveys; grades; staffing levels; curriculum analysis related to the Common Core State Standards; and individual instruction and programs geared toward students' needs and graduation requirements.

Some of the barriers preventing sites and students from having full access to a variety of courses and a more broad course of study are related to limited staffing and credentials; conflicts within an individual student's course schedule; funding to hire additional teachers on a full or part-time basis; lack of access to equipment, facilities, and materials to broaden course offerings; and limited student enrollment which does not allow for full group activities within classroom instruction.

WUSD will continue to work to help ensure that all students have increased access to a broad course of study through ongoing curriculum analysis and evaluation of students' needs; investigating additional electives for possible inclusion in the master schedule; and by analyzing and implementing Western Association of Schools and Colleges (WASC) findings and student surveys to help assess the needs for the next school year.