



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

DATE: October 10, 2019

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--0
- 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. In addition, the latest School Accountability Report Cards were accurately reported for all schools.

Priority 2: Implementation of State Academic Standards

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

2. Rate the local educational agency's progress 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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

3. Rate the local educational agency's progress 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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 4 5

Physical Education Model Content Standards

1 2 3 4 5

Visual and Performing Arts

1 2 3 4 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 5

Identifying the professional learning needs of individual teachers

1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 5

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.

Priority 3: Parent Engagement

Building Relationships

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

1. Developing capacity of Staff to build trusting and respectful relationships with families: 4- Full Implementation
2. Welcoming environments for all families in the community: 4-Full Implementation
3. Supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children: 3-Initial Implementation
4. Developing multiple opportunities for the LEA and school sites to engage in a 2-way communication between families and educators using language that is understandable and accessible to families: 4- Full Implementation

Describe LEA’s Current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

WUSD administrators and staff are in full implementation in building relationships with families and the community. Each school site communicates with parents through various means such as phone calls, letters, monthly calendars, newsletters, Facebook, Instagram, etc. WUSD strives to provide full opportunities for participation in parent and family engagement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). This is accomplished by ensuring that information related to school and parent programs, meetings, school reports, and other activities is provided in an understandable and uniform format, and to the extent practical, in a language parents can understand. Willows Unified will work on providing schools with research-based materials for Family Engagement Resource Centers, parent training and parent resources, especially for these subgroups: parents with limited English proficiency, disabilities, and migratory children. This may involve training through Parent Education Nights, to help provide parents/families with key questions to probe student understanding, information on school structures and policies, and other educational issues that will help parents/families to successfully work with the system to help meet the needs of their children.

Building Partnerships for Student Outcomes

5. Providing Professional Learning and Support to teachers and Principals to improve capacity to partner with families: 4- Full Implementation

6. Providing families with information and resources to support student learning and development in the home: 3-Initial Implementation
7. Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student: 4- Full Implementation
8. Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students: 3- Initial Implementation

Describe LEA's Current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

WUSD administrators and staff do their best to build positive partnerships for student outcomes. One area of growth that WUSD administrators and staff need to work more effectively in is evaluating our public engagement efforts regularly. In reaching our underrepresented families, we need to make sure we provide training to help our families learn strategies to support their child's academic needs. WUSD schools will provide opportunities for parents to be involved in their child's education through activities such as Fall Carnival, Paint Nights, Freshmen Orientation, etc. We pride ourselves in communicating with parents/families on a regular basis through online communications and other various means to keep parents informed. WUSD will continue to build on the cultural values of families; stress personal contact with families (remind teachers of the importance of parent-teacher relationships); foster communication with families (all-call, online communication, etc.); create a warm environment for families; and facilitate accommodations for family involvement, including translators, transportation, and other similar services.

9. Progress in building capacity of and supporting principals and staff to effectively engage families in advisory groups with decision-making: 3- Initial Implementation
10. Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making: 3-Initial Implementation
11. Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community: 3- Initial Implementation
12. Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels: 3- Initial Implementation

Describe LEA's Current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Willows Unified does its best to get parent representation from all subgroups to be a part of the decision making process, such as the School Site Councils, School Site Leadership Teams, English Language Advisory Committees/District English Language Advisory Committee, and Title I Parent Advisory Committee. One area of growth that we need to work on is getting more parents to join from underrepresented families. Again, WUSD will need to evaluate our engagement efforts and look at opportunities that would be most beneficial to the majority of our parents. This may mean hosting meetings in the mornings, or in the evening with child care, providing translators, etc. to get parents to participate in the decision making process. WUSD has been able to host LCAP stakeholder meetings for individual subgroups: English Learners/Migrant Ed, Foster/Homeless Youth families, and to the general public at least once a year to get parent input.

Priority 6: School Climate

According to the results of the California Healthy Kids Survey 2017 and the LCAP Survey 2018-2019, 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. An area of growth, according to the Student LCAP Surveys is related to food services. Students would like to see better food served during the day. Additionally, students would like more electives at the secondary level. Willows Unified School District is currently working on improving the meals served in our district as we qualify for Community Eligibility Provision (CEP). Contingent upon funding and available personnel, Willows Unified School District will investigate opportunities to provide more electives at the secondary level.

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. In addition, Willows Intermediate School works with University of California, Davis, to employ a full time advisor to aide and support students in preparation for academic studies after school. This advisor has begun working with the middle school and will continue to work with the same cohort group until graduation. This year, the district will also have an assigned School Resource Officer who will work closely with administrators in an effort to create a safer environment for both students and staff. 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. The District has seen a decline in suspension rates.

The 2019-2020 California Healthy Kids Survey results won't be available until December 2019.

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.

Students have the opportunity to pick and enroll in courses that meet their needs, interests and preparation for graduation. The percentage of students graduating with college preparatory (a-g) requirements increased by approximately 13% from 2017-2018 to 2018-2019. The percentage of graduates who passed an Advanced Placement decreased by approximately 2% from 2017-2018 to 2018-2019. To see how prepared our students were, the CA Dashboard released its College and Career Indicators. According to the 2018-2019 Dashboard, we declined by 5.7% reflecting 23.6% prepared in the College and Career Indicator. The percentage of graduates who completed a Career and Technical Education course of study increased by 8% from 2017-2018 to 2018-2019.

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.