

Local Indicators for the State Dashboard

The State of California "...has a new accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement."

Many of the measures are developed at the State level based upon the data that Wheatland School District provides through the testing system and the student database system. There are 4 measures that Districts must self-report, these are called local indicators. Districts must "...determine whether they have Met, Not Met, or Not Met for Two or More Years for each applicable local indicator. The local indicators only apply at the LEA level. LEAs will use the local indicators to evaluate and report their progress on priority areas. The local indicators will only appear on the LEA Dashboard." For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting 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 Dashboard.

The four local indicators and the staff recommendations are:

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

Standard: The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Recommended Status: Met

Rationale: The Board receives quarterly reports on the number of Williams complaints filed with the District. The Williams Reports is state required a measurement tool. The District LCAP includes this in their goals as a measurement of the number of Highly Qualified teachers we have in WSD. The results for the school year were reported in the succeeding LCAP in June.

Implementation of State Academic Standards (Priority 2)

Standard: The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard

Recommended Status: Met

Rationale: The LCAP includes a plan for the improvement of student achievement for all students. The results for the school year were reported in the succeeding LCAP in June.

Parent Engagement (Priority 3)

Standard: The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Recommended Status: Met

Rationale: The LCAP that was adopted in June outlines the parent engagement activities and the impact the activities had on the planning process. The school sites continue to have Parents engage through multiple means.

School Climate (Priority 6)

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Recommended Status: Met

Rationale: This is not in the LCAP specifically. Our students do take the California Healthy Kids Survey every two years and those results are used to measure our student climate. They are reported in a Public Board Meeting in September. Also, students are asked to take different surveys on a regular basis including bullying surveys, school climate surveys and other surveys that look at the climate of the individual schools and the District. The schools look at their discipline on a regular basis in order to determine the climate shifts. The schools have regular Reni Rallies to promote a positive school climate and environment.

Access to a Broad Course of Study (LCFF Priority 7)

Standard: The LEA annually measures its 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 (EC)* 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Recommended Status: Met

Rationale: Our students have access to all state adopted curriculum and a broad range of study. Our students with exceptional needs have access to all services required under their IEP and also have the ability to mainstream into any class necessary.