

# CA Dashboard LEA Local Indicators

## Optional Narrative Summary for Pacific Elementary School District

\*The Optional Narrative may not exceed 500 characters

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

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

*Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education’s School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:*

*All fields marked with an asterisk (\*) are required*

Number/percentage of misassignments of teachers of English learners, 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

#### **Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

*Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.*

*Text limit is 1500 characters*

## **Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards 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 evaluation rubrics.

*Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).*

*Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).*

*All fields marked with an asterisk (\*) are required*

### **Option 1: Narrative Summary**

*In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.*

*Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:*

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

*English Language Development (Aligned to Common Core State Standards for English Language Arts)*

*Mathematics – Common Core State Standards for Mathematics*

*Next Generation Science Standards*

*History-Social Science*

*Career Technical Education*

*Health Education Content Standards*

Physical Education Model Content Standards

Visual and Performing Arts

World Language

Text is limited to 3000 characters

**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

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts			X		
English Language Development (Aligned to English Language Arts Standards)			X		
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards		X			
History-Social Science	X				

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

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts					X
English Language Development (Aligned to English Language Arts Standards)					X
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards	X				
History-Social Science	X				

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

Content area	1	2	3	4	5
English Language Arts – Common Core State Standards for English Language Arts			X		
English Language Development (Aligned to English Language Arts Standards)			X		
Mathematics – Common Core State Standards for Mathematics			X		
Next Generation Science Standards		X			
History-Social Science	X				

### 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

Content area	1	2	3	4	5
Career Technical Education	X				
Health Education Content Standards		X			
Physical Education Model Content Standards		X			
Visual and Performing Arts				X	
World Language	X				

### Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

Activity	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole		X			
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered		X			

### Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

**Met**

Not Met

Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

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## **Self-Reflection Tool for Parent Engagement (Priority 3)**

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, 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 evaluation rubrics.

*Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).*

*Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.*

*The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.*

### **Option 1: Survey**

*If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:*

*The key findings from the survey related to seeking input from parents/guardians in school and district decision making;*

*The key findings from the survey related to promoting parental participation in programs; and*

*Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.*

*Text is limited to 3000 characters*

In 2018, there were 41 responses to our annual parent survey, which represents approximately 2/3 of our families. Noteworthy findings include:

1. About half of our students transfer from other districts to PESD
2. About 7% of families intended to transfer, some due to moving to another area
3. Food Lab, Life Lab, and small class size were the most valued programs, while music and computer lab were the least valued
4. Parents were very satisfied with the staff that they were familiar with
5. Parents were very involved in their child(ren)'s education, mainly by helping with homework and volunteering in the classroom and on field trips
6. Parents indicate that they are familiar with the standards, except for CA ELD standards

7. Parents feel that the school is safe, though the playground has occasional issues
8. Most feel that their child(ren) is given the right amount of support (90%) and challenge (80%)
9. 93% feel that school personnel communicate effectively with parents
10. 95% say that their child is happy at Pacific ESD

## **Option 2: Local Measures**

*Summarize:*

*The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;*

*The local educational agency's progress on at least one measure related to promoting parental participation in programs; and*

*Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.*

*Examples of measures that local educational agencies could select are listed below.*

### **A. Seeking Input in School/District Decision Making**

Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.

Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.

Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

### **B. Promoting Participation in Programs**

Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.

Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.

Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

*Text is limited to 3000 characters*

**Criteria:**

Please assess the local educational agency performance on meeting the standard by designating the following:\*

**Met**

Not Met

Not Met For Two or More Years

*Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.*

*Text limit is 1500 characters*

### **School Climate (Priority 6)**

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for 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 California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (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) in a text box provided in the California School Dashboard. 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 conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

*Text is limited to 3000 characters*

Pacific did complete the CHKS but due to our very small size, the results were not considered valid. We do, however, collect and analyze data in three relevant areas: students who are sent to the office for health reasons and discipline reasons and attendance data.





2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Text is limited to 3000 characters

The following is a list of special programs and the grade spans that are served in those programs:

1. Life Lab: preschool – 4<sup>th</sup> grades
2. Food Lab: 5<sup>th</sup>-6<sup>th</sup> grades
3. Music: preschool – 6<sup>th</sup> grades
4. GATE: 3<sup>rd</sup>-6<sup>th</sup> grades
5. Technology & Media: 3<sup>rd</sup>-6<sup>th</sup> grades

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Text is limited to 3000 characters

Funding is the only barrier to expanding special programs. The facilities, personnel, and curriculum are all available, but the money is not.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Text is limited to 3000 characters

The programs are successful in general. There has been some staff turnover so training has become a need that is being addressed. Fundraising has helped provide additional equipment to enhance the programs, but additional efforts will always be needed. The most important conclusion of the data analysis is that there are a small number of specific students who would benefit from targeted interventions. That is why we will continue to allocate extra resources to address the needs of students who demonstrate difficulties. While those interventions vary according to the individual cases, in general Pacific provides extra academic support, connection with community services, evaluations for Special Education services, and scholarships for participation in after-school programs.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

**Criteria:** Please assess the local educational agency performance on meeting the standard by designating the following:\*

**Met**

Not Met

Not Met For Two or More Years

*Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.*

*Text is limited to 1500 characters*