



2021-2022 Local Indicators

Jefferson Union High School
District Board Presentation

June 21, 2022

PURPOSE



To report the progress on **local performance indicators based on locally available data in the 2021-2022 school year**

Local Indicator Requirements

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

METRICS:

- ☐ Met
- ☐ Not Met,
- ☐ Not Met for Two Years

Local Indicators

P1

BASIC SERVICES & CONDITIONS

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

P2

IMPLEMENTATION OF STATE STANDARDS

Data reported in the Student Accountability Report Card

P3

PARENT & FAMILY ENGAGEMENT

Self Reflection Tool

P6

SCHOOL CLIMATE

CA Healthy Kids Survey

P7

ACCESS TO BROAD COURSE OF STUDY

A-G completion

P1 - Basic Services

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Teachers	Number	Percent
Misassignments of Teachers of English Learners	3	0.28%
Total Teacher Misassignments	16	1.5%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

P2 - Implementation of State Standards

1. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	☐ 1	☐ 2	☐ 3	☒ 4	☐ 5
ELD (Aligned to ELA 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

Data Source: Self-Reflection Tool

P2 - Implementation of State Standards

2. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
ELD (Aligned to ELA 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

Data Source: Self-Reflection Tool

P2 - Implementation of State Standards

3. Rate the LEA'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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	☐ 1	☐ 2	☐ 3	☒ 4	☐ 5
ELD (Aligned to ELA 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

P2 - Implementation of State Standards

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board 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

Academic Standards	1	2	3	4	5
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

P2 - Implementation of State Standards

Support for Teachers and Administrators

5. 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

Academic Standards	1	2	3	4	5
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

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

All of our subject areas are making great progress. Math has been a particular area of focus for some time and has seen the most growth. We are resetting our focus with Science for the upcoming year. Our Visual and Performing Arts and World Language teachers are still adjusting to their relatively new frameworks. We seek meaningful and relevant professional learning opportunities for all subject areas.

P3 - Building Relationships Between Schools & Families

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5

P3 - Building Partnerships for Student Outcomes

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
7. Rate the LEA's progress in 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 outcomes.	☒ 1	☐ 2	☐ 3	☐ 4	☐ 5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5

P3 -Seeking Input for Decision Making

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	☐ 1	☐ 2	☒ 3	☐ 4	☐ 5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
11. Rate the LEA's 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.	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5
12. Rate the LEA's 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.	☐ 1	☒ 2	☐ 3	☐ 4	☐ 5

Data Source: Self-Reflection Tool

P6 - School Climate

Student Learning Environment (LCAP Goal #1)

Adults at this school encourage me to work hard so I can be successful in college or at the job I choose

	2020-21	2018-19
Grade 9	68% ↑	58%
Grade 11	59% ↑	53%

% agree or strongly agree

Respect for Diversity (LCAP Goal #3)

Students in this school respect each other's differences

	2020-21	2018-19
Grade 9	55% ↑	43%
Grade 11	54% ↑	36%

% agree or strongly agree

Support for Social Emotional Learning (LCAP Goal#2)

This school encourages students to understand how others think and feel

	2020-21	2018-19
Grade 9	61% ↑	40%
Grade 11	56% ↑	39%

% agree or strongly agree

Participation

	2020-21	2018-19
Grade 9	n=472 (48%)	n=827 (81%)
Grade 11	n=529 (51%)	n=745 (73%)

Data Source: California Healthy Kids Survey

P6 - Access to a Broad Course of Study

A-G Rate (Class of 2021)	All Students (990)	Students Learning English (157)	Socioeconomically Disadvantaged (482)	Homeless (10)	Students with Disabilities (82)
Number of Students	437	23	177	6	8
A-G Rate (2021)	44% 	15% 	37% 	60% 	9.8% 
A-G Rate (2020)	44%	16%	34.4%	21%	8%

*less than 10

Data Source: Dataquest A-G Rate

P6 - Access to a Broad Course of Study

A-G Rate (Class of 2021)

	All Students	Students Learning English	Socioeconomically Disadvantaged	Homeless or Foster Youth	Students with Disabilities
Jefferson (289)	34.3% (99)	18.6% (13/70)	33.1% (55/166)	*	5.9% (1/17)
Oceana (127)	69.3% (88)	*	64.3% (27/42)	*	29.4% (5/17)
Terra Nova (176)	65.9% (116)	*	62.5% (35/56)	*	8.3% (1/12)
Thornton (60)	0% (0)	0% (0/12)	(0%) (0/43)	*	0% (0/11)
Westmoor (336)	39.9% (134)	6.5% (4/62)	(34.3%) (60/175)	*	4.3% (1/23)

* Less than 10 students

Data Source: Dataquest A-G Rate

THANKS



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