
Jefferson Union High School District

Local Indicators

Board Presentation
June 20, 2023



Local Indicators



Purpose

To report the progress on **local performance indicators** based on locally available data in the 2022-2023 school year



Requirements

- Annually measure progress of performance indicators
- Report results to the Board of Trustees in conjunction with the LCAP adoption
- Use State Board of Education Self-Reflection Tools

Local Indicators and Data Sources

P1

BASIC SERVICES & CONDITIONS

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

Data Source: CALSAAS, School Accountability Report Card, & Facilities Inspection Tool

P2

IMPLEMENTATION OF STATE STANDARDS

Data Source: Self Reflection Tool

P3

PARENT & FAMILY ENGAGEMENT

Data Source: Self Reflection Tool

P6

SCHOOL CLIMATE

Data Source: CA Healthy Kids Survey

P7

ACCESS TO BROAD COURSE OF STUDY

Data Source: Dataquest - A-G completion

P1 – Basic Services and Conditions

Teachers	Number	Percent
Misassignments of Teachers of English Learners	5	0.4%
Total Teacher Misassignments	38	3.1%
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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

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				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science				4	

P2 – Implementation of State Standards

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				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

P3 – Parent & Family Engagement

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.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
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.			3		

P3 – Parent & Family Engagement

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.		2			

Building Partnerships	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.		2			
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				
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.		2			

P3 – Parent & Family Engagement

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.			3		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			

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Seeking Input	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.		2			
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.		2			

P6 School Climate

Caring Adults in School (21-22)

Grade 9	51% 
Grade 11	58% 

Caring adults in school[‡]

	Grade 9 %	Grade 11 %
American Indian or Alaska Native		
Asian or Asian American	50	59
Black or African American		69
Hispanic or Latinx	51	55
Native Hawaiian or Pacific Islander		
White	51	56
Mixed (two or more) ethnics	54	67
Something else	61	51

Survey Questions

There is a teacher or some other adult from my school...

- who really cares about me
- who notices when I'm not there
- who listens to me when I have something to say

P6 School Climate

Perceived Safety at School (21-22)

Grade 9	56% ↓
Grade 11	58% ↓

	Grade 9 %	Grade 11 %
School perceived as very safe or safe (<i>In-School Only</i>)		
American Indian or Alaska Native		
Asian or Asian American	54	61
Black or African American		40
Hispanic or Latinx	52	55
Native Hawaiian or Pacific Islander		
White	70	60
Mixed (two or more) ethnics	55	52
Something else	57	67

Survey Question

How safe do you feel when you're at school?

P6 School Climate

Academic Motivation (21-22)

Grade 9	62% 
Grade 11	55% 

Academic Motivation[†]

	Grade 9 %	Grade 11 %
American Indian or Alaska Native		
Asian or Asian American	61	62
Black or African American		42
Hispanic or Latinx	67	52
Native Hawaiian or Pacific Islander		
White	54	50
Mixed (two or more) ethnics	64	52
Something else	60	52

Survey Questions

- I try hard to make sure that I am good at my school work
- I try hard on my school work because I am interested in it
- I work hard to try to understand new things when doing my school work
- I am always trying to do better in my school work

P7 - Access to a Broad Course of Study

A-G Rate at District Level (Student Groups)

District Level	All Students	Students Learning English (41)	Socio-economically Disadvantaged (179)	Homeless (13)	Students with Disabilities (60)
A-G Rate (2022)	50% ↑	23% ↑	41% ↑	15% ↓	0% ↓
A-G Rate (2021)	44%	15%	37%	60%	9.8%
A-G Rate (2020)	44%	16%	34.4%	21%	8%

P7 - Access to a Broad Course of Study

A-G Rate at District Level (Race/Ethnicity)

District Level	% Met A-G
African American	20% ↑
American Indian	*
Asian	65% ↑
Filipino	51% ↑

District Level	% Met A-G
Hispanic/Latino	38% ↑
Pacific Islander	25% (<10 in 2021)
White	54% ↑
2 or More	49% ↓

P7 - Access to a Broad Course of Study

A-G Rate (Class of 2022)	All Students	Students Learning English	Socio-economically Disadvantaged	Students with Disabilities
Jefferson	49.2% ↑	32.1% ↑	46.1% ↑	0% ↓
Oceana	69.8% ↑	33.3% (n/a)	66.7% ↑	0% ↓
Terra Nova	52.1% ↓	0%	31.1% ↓	0% ↓
Thornton	0% ≡	0% (n/a)	0% (n/a)	0% (n/a)
Westmoor	44.3% ↑	16.9% ↑	35.1% ↑	0% ↓