Madera County
Superintendent of Schools

Local Performance Indicator Report

Fall 2019

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Priority 1

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

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.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

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.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: 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) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials 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) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: 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

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in 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

5) **Support for Teachers and Administrators**: during the 2018-2019 school year (including summer of 2018), 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

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

Priority 3

Self-Reflection Tool for Parent Engagement

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.

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

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) 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.

Summary:

LEA enacts procedures designed to engage parents/guardians, stakeholders, and advocates in advisory committees. These include holding elections for parent/guardian, stakeholder, and advocate members for the School Site Council.

Due to the transient nature of the student population, the LEA frequently notifies parent/guardian, stakeholder, and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared at meetings as student's transition to and from the facility and Court/Community School program; additional information is provided at parent visitations; graduation ceremonies; and other school activities. In addition, the LEA mails parent notifications with advisory committee information to students' homes on a regular basis, in addition to regular meeting notifications throughout the school year.

School sites have access to interpretation and translation services to allow parents/guardians to fully participate in educational programs and individual meetings with school staff related to their child's education and academic progress. This includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings.

Various school sites in the Career and Alternative Education Services Division provide trainings and/or workshops for parents/guardians, stakeholders, and advocates that are linked to student learning, progress, and/or social emotional development and growth. The Career and Alternative Education Services Counseling Division provides informational meetings to students on varied topics related to students' academic needs, graduation progress, and post-secondary opportunities related to college and careers.

These measures were selected because they accurately demonstrate the LEA seeks input from parents/guardians, stakeholders, and advocates in decision-making and promotes parental participation in programs in an ongoing attempt to engage parents in their students' education. The continual nature of the LEA's measures to promote parent involvement is based upon the transient nature of the student population and the individual needs of students and parents.

These findings relate to LCAP Goal 3, which addresses parent/guardian and community engagement at all school sites.

Priority 6

School Climate

Standard: Local educational agency 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 local educational agency 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 evaluation rubrics.

Summary:

The LEA administered a school climate survey in fall 2018. This survey measured student perception of school safety and connectedness.

The current school population is 80% male, 20% female, 85% Hispanic, 5% Native American or African American, and 10% White. From the students surveyed, 83% reported feeling safe at school or they do not feel unsafe. In addition, 90% of students agreed or definitely agreed they felt respected by teachers. Overall, 77% of students surveyed reported that teachers have high standards for students.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse counseling; gang intervention training; stopping acts of violence and criminal activity; decreasing truancy from school; and social emotional wellness education. Academic counselors have worked diligently to screen students to determine if they meet California state high school requirements, since many students have not made adequate progress toward graduation, as there incarceration has affected the credits earned at their home schools. The LEA will continue to collaborate with outside agencies and utilize appropriate staff to address areas of need. In addition, the lack of parent involvement and participation is comparable to the perception students have of their parents' lack of concern for their schooling. The LEA will continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 7

Access to a Broad Course of Study

Summary: 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.

All students have access to Odysseyware online courses to increase class offerings, along with other credit recovery options to assist with progress toward graduation. An academic counselor is on site to meet with students regularly. The registrar provides updated transcripts to students within 2 weeks after course completion. An RSP teacher meets with students weekly as required by IEP documentation. All courses are assigned to keep students on track toward graduation with home district. I-Ready Math and ELA diagnostic assessments are used to support student areas of academic weakness.

All academic course offerings across school sites are similar, as students are assigned courses relevant to grade level and graduation requirements of home districts. Students have opportunities for credit recovery through textbooks or online courses. Diagnostic assessments prescribe lessons to reduce academic gaps and increase access to grade-level curriculum for all students.

Barriers to students continue to be the various schools and districts that feed into the LEA; however, the master schedule, credit recovery options, and online courses minimize those barriers to student access of curriculum.

This LEA implements diagnostic assessments (pre-, post-) to provide support of increasing student academic achievement. Regular treatment team meetings and weekly meetings with academic counselors and teachers ensure appropriate courses and supports are provided to all students.

Priority 9

Coordination of Services for Expelled Students
COE Only

Standard: County office of education annually measures its progress in coordinating instruction as required by Education Code Section 48926 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.

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) Assessing status of triennial plan for providing educational services to all expelled students in the county, including:

A) Review of required data
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

B) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

C) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

2) Coordinating on development and implementation of triennial plan with all local educational agencies within the county.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

3) Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

4) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residency and county office of education.

☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Priority 10

Coordination of Services for Foster Youth
COE Only

Standard: County office of education annually measures its progress in coordinating services for foster youth 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 web-based system (California School Dashboard).

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) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

2) Building capacity with local educational agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

3) Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.
☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

4) Providing direct educational services for foster youth in local educational agency or county- operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

5) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

6) Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.

☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5

7) Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.

☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5

8) Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.

☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5