

Alpine County Unified School District
Alpine County Office of Education
Local Indicators

PRIORITY 1 LOCAL INDICATOR

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 reports 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 (X)

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

PRIORITY 2 LOCAL INDICATOR

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

The locally selected measures, tools, and methods Alpine County Unified School District (ACUSD)/Alpine County Office of Education (ACOE) used to track toward implementing the state academic standards adopted by the State Board of Education were stated in two metrics listed under Goal 1 of ACUSD/ACOE's Local Control Accountability Plan (LCAP). They are listed below with the associated rationale:

1. Local Indicator (LCAP Metric in Goal 1): ACUSD, ACOE Percentage of ELA and Math teachers completing first five Common Core State Standards Professional Development Modules on California Department of Education's website.

The first metric was selected because the California Department of Education and state of California have invested substantial resources toward providing high quality, online professional development on the implementation of the Common Core State Standards for ELA and Math. ACUSD/ACOE determined the first five modules to provide the most fundamental professional development on the implementation. The remaining modules were determined to be supplemental. However, incentives are provided to staff for completing modules beyond the first five. Further, this metric was chosen for consistent professional development. There are a variety of professional development opportunities with varying objectives and levels.

Implementation of this method is tracked by recording in a table the modules completed by each teacher. Upon completing each professional development module, which includes an assessment, the teacher is issued a certificate produced by the module itself. The module also includes a teacher account that stores all the work generated by the teacher. Upon receipt of the work and module completion certificate from the teacher, the Human Resources Coordinator marks that particular module complete on the table.

2. Local Indicator (LCAP Metric in Goal 1): ACUSD, ACOE Percentage of teachers identifying with administration, one or more professional development goals, and completing them.

This metric was selected to customize professional development for standards implementation to the teacher and administrators' identified needs. The method used to track the progress toward implementing this metric is as follows:

1. Teacher and principal collectively determine a professional goal for the teacher to include increasing their effectiveness on implementing the state's standards through improved instruction;
2. At the end of the school year, the principal determines if this goal was met or the degree to which it was met;
3. During evaluation of the LCAP Metrics, the percentage of teachers achieving their goal is determined and reported in the LCAP; and
4. The LCAP is presented at a public hearing at a regularly scheduled school board meeting

The principal of Diamond Valley Elementary School has determined this goal has been met for all teachers who were expected to have completed the first five modules. Further all teachers within their first two years of teaching at Diamond Valley Elementary School are reported to be in progress of completing the first two modules. The district and county concur with the principal's determination. This result was presented to the public at a board meeting.

PRIORITY 3 LOCAL INDICATOR

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:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. 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

Prior to responding to the three prompts required for addressing this local indicator, a brief overview of the district as it pertains to grade levels within the schools will help show how the grade span requirement was fulfilled, what parental survey was used, and what area of the survey was summarized to fulfill this local indicator requirement.

Within each of the grade spans, online access information to the parent survey was distributed multiple times encouraging completion by parents/guardians of Diamond Valley Elementary School students. Diamond Valley Elementary School is the main school in the Alpine County Unified School District (ACUSD)/Alpine County Office of Education (ACOE). It is a K-8 school with a student population of 85. The District Secondary Community Day School serves grades 9-12 for expelled youth. This school had zero enrollment for the 2016-17 school year. The County Office of Education's alternative Opportunity School serves grades 9-12 and its enrollment declined to zero in the fall of 2016. The 9-12 grade resident students in Alpine County are transported to Douglas High School in Nevada or South Tahoe High School in South Lake Tahoe, CA. Therefore there were no parents of grade 9-12 students attending Alpine County Schools to survey. A few families have students attending Diamond Valley Elementary School and one of the satellite high schools. The survey was clearly intended to be used for Diamond Valley Elementary School. The online access information for the survey was distributed by email and through the school newsletter, which is mailed to all Diamond Valley student households monthly. Approximately 15 responses were collected.

The 2017-18 ACUSD/ACOE Local Control Accountability Plan (LCAP) lists a portion of the survey specifically related to parental involvement under Goal 3, "Average percentage of areas under 'Parental Involvement' section of California School Parent Survey (CSPS) marked Agree or Strongly Agree - Five Areas pages 20-21 Table A12.1." The LCAP containing this metric was presented during a public hearing at a

regularly scheduled board meeting in June of 2017. The findings of this survey section were reported as the baseline. Goals were also set for the 2017-18, 2018-19, and 2019-20 school years.

The first prompt asks to summarize, “The key findings from the survey related to seeking input from parents/guardians in school and district decision making.” As stated above, the LCAP metric pertaining to results from a parent involvement survey is the “Average percentage of areas under ‘Parental Involvement’ section of California School Parent Survey (CSPS) marked Agree or Strongly Agree - Five Areas pages 20-21 Table A12.1.” This section of the survey also helps gauge the degree to which input from parents/guardians in school is sought prior to decision making. The key findings from this section of the survey reveal a need to further focus on methods that would increase parental input before making important decisions.

The second prompt asks to summarize, “The key findings from the survey related to promoting parental participation in programs.” The percentage of parents marking strongly agree or agree was 64% and reported in the LCAP. This is the key finding from this portion of the parental survey.

The third prompt asks to summarize, “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.” The Parental School Climate Survey was used as this is already written into our plan for addressing the Tobacco Use Prevention Education Program. It serves as a valid measure of parental perspectives on a variety of issues. For a fee the WestEd organization assists with collecting and reporting the results. The target percentage for the “Average percentage of areas under “Parental Involvement” section of California School Parent Survey (CSPS) marked Agree or Strongly Agree- Five Areas pages 20-21 Table A12.1” is 75% for the 2017-18 school year, 80% for 2018-19, and for 85% for 2019-20.

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

Met (X)

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

The district and county are considered to have met this local indicator because a survey was distributed and results have been analyzed. Further, this metric was addressed in the Local Control Accountability Plan (LCAP), baseline data were revealed, and outcome goals have been set. The results were also presented to the public at a board meeting.

PRIORITY 6 LOCAL INDICATOR

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: 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.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Prior to responding to this local indicator, a brief overview of the district as it pertains to grade levels within the schools will help show how the grade span requirement was fulfilled, what student surveys were used, and what area of the surveys were summarized to fulfill this local indicator requirement.

Within each of the grade spans students were given the California Healthy Kids Survey (CHKS) to complete. Parents were also provided online access information to complete the California School Parent Survey (CSPS). WestEd, for a fee, helps collect and analyze results. Diamond Valley Elementary School is the main school in the Alpine County Unified School District (ACUSD)/Alpine County Office of Education (ACOE). It is a K-8 school with a student population of 85. The District Community Day School serves grades 9-12 for expelled youth. This school had zero enrollment for the 2016-17 school year. The County Office of Education's alternative Opportunity School serves grades 9-12 and its enrollment declined to zero in the fall of 2016. The grade 9-12 resident students in Alpine County are transported to Douglas High School in Nevada or South Tahoe High School in South Lake Tahoe, CA. Therefore there were no grade 9-12 students attending Alpine County Schools to survey. The student surveys consisted of one for elementary grades 4-5 and one for secondary grades 6-8. Approximately 25

student responses were collected overall. Approximately 15 responses were collected from parents.

The 2017-18 ACUSD/ACOE Local Control Accountability Plan (LCAP) includes two metrics that serve as local indicators for school climate under Goal 3, 1) “Percentile rank on School Climate Report Card (combines results from CHKS and CSCS surveys)” and 2) “Average percentage of areas under “Discipline and Counseling” section of California School Climate Survey (CSCS) marked Agree or Strongly Agree - Four Areas pages 51- 52 Table A10.2.”

The LCAP containing this metric was presented during a public hearing at a regularly scheduled board meeting in June of 2017. The findings of this section were reported as the baseline. Goals were also set for the 2017-18, 2018-19, and 2019-20 school years.

The results for the first metric, “Percentile rank on School Climate Report Card (combines results from CHKS and CSCS surveys)” were unable to be analyzed by WestEd due to too few responses collected to produce a valid and reliable result. Consideration to modifying this metric or increasing participation will be given for next year’s LCAP to address measuring overall school climate.

The results for the second metric, “Average percentage of areas under “Discipline and Counseling” section of California School Climate Survey (CSCS) marked Agree or Strongly Agree - Four Areas pages 51- 52 Table A10.2,” is 76%.

Attention to modifying these two metrics will be given while developing next year’s LCAP by either selecting new sections of each of the surveys and/or increasing participation in order for WestEd to produce more valid and reliable results.

While more informative data will be sought, it is pertinent to list some overall strengths of the school revealed by the two different surveys and areas identified as an area of focus.

Two areas of strength identified through the elementary school survey for grades 4-5 include the connection students have with caring adults in school and the high expectations adults have of them while they are at school. Two areas of focus revealed in the elementary school survey include the need to further focus on methods to reduce harassment and involving students in the educational process.

Two areas of strength identified through the secondary school survey for grades 6-8 include the amount of parental involvement in the school and the connection students have with caring adults in school. Two areas of needed growth indicated in the secondary school survey include the need to further focus on methods to reduce harassment and reducing the spread of gossip and rumors. Of note regarding harassment, students indicate that race, ethnicity, gender, religion, and/or disabilities not being major sources of harassment. Instead, students identified unspecified reasons as the main source of harassment.

The county and district are considered to have met the standard as a survey was distributed to at least one grade level in all available grade spans and results were analyzed and reported. Further, this local indicator was described as a metric in the district and county Local Control Accountability Plan (LCAP) and outcome goals have been created.

PRIORITY 10 LOCAL INDICATOR

Coordination of Services for Foster Youth – COE Only (Priority 10)

This is the submission form for the county office of education coordinator to complete on the local performance indicator for the coordination of services for foster youth (Priority 10). This form is for county offices of education 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).

Instructions: County office of education determines its progress through the use of a self-reflection tool that is provided below and reports the results to its local governing board and through the evaluation rubrics web-based system (California School Dashboard).

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?

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

All fields marked with an asterisk (*) are required

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 X 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 X 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 X 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 X 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 X 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 X 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 X 4 5

Criteria:

Please assess the county office of education performance on meeting the standard by designating the following.*

Met X

Not Met

Not Met For Two or More Years

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for foster youth.

Text is limited to 1500 characters

Describing the unique situation of Alpine as it relates to foster youth might be informative to this state priority. Currently, there are no court-ordered school-aged foster youth in Alpine County and there have not been for at least the past five years. Due to an agreement between Alpine County and the Washoe Tribe, Native American youth who are foster youth are under the jurisdiction of the Washoe Tribe and not identified by the California court system. Alpine County Unified School District does have a small number of students who might otherwise be identified as foster youth per court order, but could not be due to the agreement between the county and the tribe.

Ongoing collaboration regarding the identification of new foster youth exists between the County Office of Education and the County's Health and Human Services Department. Similarly, ongoing collaboration exists between the County Office of Education and the County's Behavioral Health Services Department in order to supplement the educational and emotional needs of all students. ACUSD and ACOE also partner with the County's probation services and child welfare programs. The County Office of Education and School District work together to ensure the educational needs of all students are met and work closely with the county to ensure all student's unique emotional needs are met. The County's Behavioral Health Services, for example, has implemented a research-based Primary Intervention Program (PIP) into the District's main elementary school (Diamond Valley Elementary School). Records would be transferred readily back and forth between the District, County Office of Education, and other County agencies provided appropriate permission has been granted to share such information.

For secondary high school grades 9-12, students have options to attend one of two comprehensive high schools outside district boundaries and one internal alternative high school within district boundaries through the County Office of Education. Post-secondary options are provided at the two outside comprehensive schools and individually, if students choose to attend the County's alternative high school. Assessments of student performance occurs daily and periodically within the classroom during instruction as the teachers use real time formative assessments to check for understanding and adjust instruction. State standardized assessment results are also used to assess student learning, academic needs, and placement into tiers of intervention as needed per the district's Multi-Tiered System of Supports.

Coordinated effort by the District/COE and child welfare agencies will serve to reduce a foster youth's likelihood of dropping out of school thereby increasing the probability they will attend or graduate from college and improve their educational outcomes. High school options provide an additional opportunity to tailor a foster youth's education by selecting a secondary institution that will best meet their unique academic and emotional needs. Immediate assessment of student understanding and modifying instruction provides needed support to foster youth that may have experienced instability and barriers to their academic success.

This local indicator is considered to have been met as the district and county have evaluated the progress of coordinating services for foster youth and have reported the results to the public at a regularly scheduled board meeting.