2022 AEA CA Dashboard Summary of Local Indicators

[Key FAQ from CA Dashboard Website](#):

What is the California School Dashboard?
The California School Dashboard (Dashboard) is an online tool that shows how local educational agencies and schools are performing on the state and local indicators included in California's school accountability system. The Dashboard is a key part of major shifts in California K-12 schools, changes that have raised the bar for student learning, transformed testing and placed the focus on equity for all students. The Dashboard provides information that schools can use to improve.

What information does the Dashboard include?
The Dashboard is made up of easy-to-use reports that show local educational agency or school performance on six state indicators and five local indicators. Users can search to see the reports for any local educational agency or school.

What are the local indicators?
State data is not available for some priority areas identified in the Local Control Funding Formula statute. For these priority areas, the State Board of Education approved the local indicators, which are based on information that a local educational agency collects locally.

—

AEA Local Indicators

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

[Implementation of State Academic Standards (LCFF Priority 2)](#)

[Parental Involvement and Family Engagement (LCFF Priority 3)](#)

[School Climate (LCFF Priority 6)](#)

[Access to a Broad Course of Study (LCFF Priority 7)](#)

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

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions:

- 9

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool
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. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   a. ELA – Common Core State Standards for ELA
      i. *5 – Full Implementation and Sustainability*
   b. ELD (Aligned to ELA Standards)
      i. *3 – Initial Implementation*
   c. Mathematics – Common Core State Standards for Mathematics
      i. *5 – Full Implementation and Sustainability*
   d. Next Generation Science Standards
      i. *5 – Full Implementation and Sustainability*
   e. History-Social Science
      i. *5 – Full Implementation and Sustainability*

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.**
   a. ELA – Common Core State Standards for ELA
      i. *5 – Full Implementation and Sustainability*
   b. ELD (Aligned to ELA Standards)
      i. *3 – Initial Implementation*
   c. Mathematics – Common Core State Standards for Mathematics
      i. *5 – Full Implementation and Sustainability*
   d. Next Generation Science Standards
      i. *5 – Full Implementation and Sustainability*
   e. History-Social Science
      i. *5 – Full Implementation and Sustainability*

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).**
   a. ELA – Common Core State Standards for ELA
      i. *5 – Full Implementation and Sustainability*
   b. ELD (Aligned to ELA Standards)
      i. *3 – Initial Implementation*
   c. Mathematics – Common Core State Standards for Mathematics
      i. *5 – Full Implementation and Sustainability*
   d. Next Generation Science Standards
      i. *4 – Full Implementation*
   e. History-Social Science
      i. *4 – Full Implementation*

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   a. Career Technical Education
      i. *NA*
   b. Health Education Content Standards
      i. *5 – Full Implementation and Sustainability*
   c. Physical Education Model Content Standards
      i. *5 – Full Implementation and Sustainability*
   d. Visual and Performing Arts
      i. *5 – Full Implementation and Sustainability*
   e. World Language
      i. *5 – Full Implementation and Sustainability*

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).**
   a. Identifying the professional learning needs of groups of teachers or staff as a whole
      i. *5 – Full Implementation and Sustainability*
   b. Identifying the professional learning needs of individual teachers
      i. *5 – Full Implementation and Sustainability*
   c. Providing support for teachers on the standards they have not yet mastered

        i.   *4 – Full Implementation*

Parental Involvement and Family Engagement (LCFF Priority 3)

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

Section 1: Building Relationships Between School Staff and Families

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.
   a. *5 – Full Implementation and Sustainability*
2. Rate the LEA's progress in creating welcoming environments for all families in the community.
   a. *5 – Full Implementation and Sustainability*
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
   a. *4 – Full Implementation*
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.
   a. *5 – Full Implementation and Sustainability*

Building Relationships Dashboard Narrative Boxes:

Several strengths were identified as part of the data collected during internal and external assessments (surveys), Parent Universities and "Evenings with Admin." The assessment data and input received from the various stakeholders' serves to align our school's LCAP and IB Self Study all of whose primary focus is to improve student achievement. We also provide Professional Development for teachers on intervention strategies and instructional practice for 21st Century Learners. We utilize benchmark assessments to ensure high quality teaching and learning. There is ongoing monitoring of students in the SST process and through MTSS intervention when struggling students are identified and create a learning centered culture. Partnerships have been

established with the SDSU nursing department that developes grade appropriate sexual education for our students, as well as with SDCOE for our MTSS implementation.

Although we have made significant improvements in translating our events into Spanish, it is still an area of improvement to make all families feel welcome, supported and connected. We also want to improve intervention for ELL students through a more systemized approach to English Language development.

To improve engagement of underrepresented families, we are expanding parent opportunities and workshops in multiple languages to support a child's academic progress, as well as expanding student choice and voice to increase student engagement. We are strategically managing data to align resources to maximize the impact on student learning.

Section 2: Building Partnerships for Student Outcomes

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.
    a. *5 – Full Implementation and Sustainability*
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.
    a. *5 – Full Implementation and Sustainability*
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.
    a. *5 – Full Implementation and Sustainability*
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.
    a. *4 – Full Implementation*

Building Partnerships Dashboard Narrative Boxes:

Several strengths were identified as part of the data collected during internal and external assessments (surveys), Parent Universities and "Evenings with Admin." The assessment data and input received from the various stakeholders' serves to align our school's LCAP and IB Self Study all of whose primary focus is to improve student achievement. We also provide Professional Development for teachers on intervention strategies and instructional practice for 21st Century Learners. We utilize benchmark assessments to ensure high quality teaching and learning. There is ongoing monitoring

of students in the SST process and through MTSS intervention when struggling students are identified and create a learning centered culture. Partnerships have been established with the SDSU nursing department that developes grade appropriate sexual education for our students, as well as with SDCOE for our MTSS implementation.

Although we have made significant improvements in translating our events into Spanish, it is still an area of improvement to make all families feel welcome, supported and connected. We also want to improve intervention for ELL students through a more systemized approach to English Language development.

To improve engagement of underrepresented families, we are expanding parent opportunities and workshops in multiple languages to support a child's academic progress, as well as expanding student choice and voice to increase student engagement. We are strategically managing data to align resources to maximize the impact on student learning.

Section 3: Seeking Input for Decision-Making

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.
   a. *4 – Full Implementation*
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
    a. *3 – Initial Implementation*
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.
    a. *4 – Full Implementation*
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.
    a. *5 – Full Implementation and Sustainability*

Seeking Input for Decision-Making Dashboard Narrative Boxes:

AEA allows for input on decision making through many avenues. Families are updated weekly by teachers and bimonthly by administration through an email newsletter called the "AEA Friday Leadership Message" that is translated in three languages. Monthly

board meetings provide public comment opportunities for all stakeholders. The Principals and Superintendent have monthly parent meetings to provide opportunity for discussion and questions. In addition, families are welcome to meet with learning community members upon request.

One growth area is to ensure the School Site Council has fair representation of members that reflect our diverse community.

To improve engagement of underrepresented families, we need to ensure technology is provided as needed so all can access school related content. We also are working to have Spanish translation provided during all meetings that families are in attendance, including student conferences, student performances and family events.

School Climate (LCFF Priority 6)

Narrative Summary:

At our AEACMS campus which includes middle school grades 6th through 8th, a student survey was given to 6th grade students. 80.5% of students feel safe at school, 17% felt safe some of the time and 2.5% reported not feeling safe at school. 69.2% of 6th grade students feel adults on the campus care about them, 28.3% said adults care some of the time, and 2.5% felt adults don't care.

AEACMS has a partnership with the San Diego County Office of Education to implement a MTSS initiative to ensure we have systems and practices in place to meet the needs of every student at their level.

At our AEACES campus which includes elementary grades kindergarten through 5th grade, a survey was given to 5th grade students. 90.2% of students feel safe at school, 7.6% felt safe some of the time and 2.2% of students reported not feeling safe at school. 76.7% of 5th grade students feel that the adults on campus care about them, 18.9% felt adults cared some of the time and 4.4% of students who felt adults don't care about them.

The AEACES campus will continue to reach out to ensure all students feel connected at school. AEACES has initiated the implementation of the Responsive Classroom in grades K to 5 through Professional Development to foster a positive, supported climate in every classroom.

Access to a Broad Course of Study (LCFF Priority 7)

Narrative Summary:

All students have access to the IB curriculum that includes instruction in literacy, mathematics, science, social studies, physical education, the fine arts and foreign language.

All students have access to the above mentioned curriculum and are measured with benchmark assessments and formative assessments throughout the year. Students with special needs may have modifications and/or accommodations as identified in their individualized education plan.

There are no identified barriers preventing students access to a broad curriculum.

AEA continues to provide all students with access to the full IB curriculum and will continue to provide the updated technology needed to support it.