COMMUNITY CABINET
MARCH 7, 2017

Every Student Successful | Engaging Schools | Empowered Communities

BOUNDARY COMMITTEE

- Need to integrate more stakeholder feedback

- Internal process for employees to ask questions and provide suggestions

- LCAP process requires continual stakeholder feedback

- Availability to track trends within the district

- Improve overall customer service and support

SCHOOL BOUNDARIES

- Implementation during the 2018-19 school year
  - Continued changes to development in Fontana
  - We are looking to limit disruptions to our families

- Consideration of instructional programs

- New school construction

- Possible development of an academy/magnet model
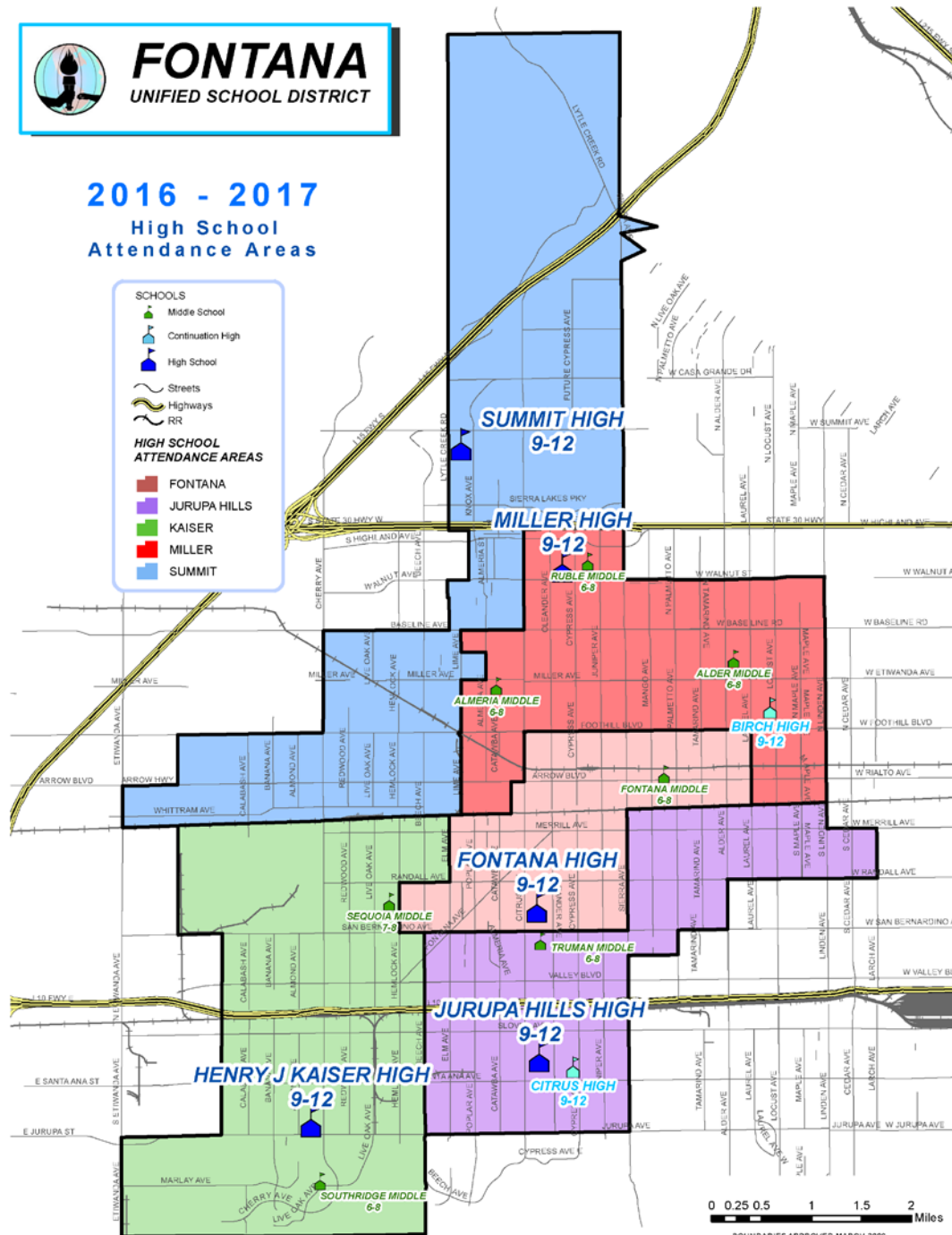
BOARD POLICY UPDATES

- In September the Board of Education adoption policies which restricted the access of registered sex offenders on school sites
  - Visitors
  - Volunteers

- Lawsuit - Alliance for Constitutional Sex Offense Laws

- Interpretations and Solutions
  - Classroom Observations
  - IEP's
  - Meetings with Teachers and Administration
  - Volunteer Opportunities

STATE ACCOUNTABILITY

CALIFORNIA SCHOOL DASHBOARD

The California School Dashboard (www.caschooldashboard.org) is a new website that shows how local educational agencies (LEAs) and schools are performing on the indicators included in California's new school accountability system.

It provides parents, educators and the public with a far more complete picture of what is going on in our schools.

KEY FEATURES

▸ **Easy to use reports**

The reports show LEA or school performance on:
   ▸ **6 state performance indicators,** and
   ▸ **4 local indicators**

▸

 LEA/school search: Users can view reports that present the performance data in different ways.

CALIFORNIA'S PRIORITIES FOR SCHOOLS

‣ **Priority 1:** Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School Facilities

‣ **Priority 2:** Implementation of State Academic Standards

‣ **Priority 3:** Parent Engagement

‣ **Priority 4:** Achievement

‣ **Priority 5:** Pupil Engagement

‣ **Priority 6:** School Climate

‣ **Priority 7:** Access to a Broad Course of Study

‣ **Priority 8:** Outcomes in a Broad Course of Study

‣ **Priority 9:** Coordination of Services for Expelled Youth (County Offices of Education only)

‣ **Priority 10:** Coordination of Services for Foster Youth County Offices of Education only)

INDICATORS BY PRIORITY

| Local Control Funding Formula Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

STATE PERFORMANCE LEVELS
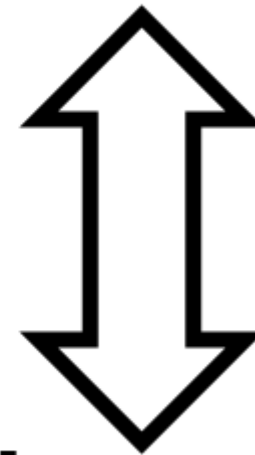
Dashboard Reports

Equity Report

Fontana Unified - San Bernardino County

Enrollment: 38,742   **Socioeconomically Disadvantaged:** 87%   **English Learners:** 33%   **Reporting Year:** Spring 2017

Foster Youth: N/A   **Grade Span:** K-Adult   **Charter School:** No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	Yellow	11	1
English Learner Progress (K-12)	Orange	1	1
Graduation Rate (9-12)	Green	8	1
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)	Yellow	9	1
Mathematics (3-8)	Yellow	9	1

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	N/A
Implementation of Academic Standards	N/A
Parent Engagement	N/A
Local Climate Survey	N/A

Performance Levels: Blue (Highest)   Green   Yellow   Orange   Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

REFERENCE CHARTS

Schools and districts receive one of **five color-coded performance levels** on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, Red.

Performance levels are calculated using percentiles to create a 5 by 5 reference chart that combine **Status** and **Change.**

▸ Example: An LEA with a "High" **Status** and an "Increased" in **Change** will receive an overall performance of **Green**.

Change

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

Status

STATE INDICATORS

The state indicators are based on data that is collected consistently across the state from LEAs through California Longitudinal Pupil Achievement Data System (CALPADS). The state indicators by LCFF priority area are:

- ▸ Academic Indicator [ELA and math] (Priority 4)
- ▸ English Learner Progress (Priority 4)
- ▸ Chronic Absenteeism (Priority 5)
- ▸ Graduation Rates (Priority 5)
- ▸ Suspension Rate (Priority 6)
- ▸ College/Career Readiness (Priorities 7 & 8)

LOCAL INDICATORS

- Data is not collected at the state level for some LCFF Priorities. For these priorities, LEAs will measure and report on their progress through the Dashboard based on locally collected data. These are called local indicators:

  - Basic Services (Priority 1)

  - Implementation of State Academic Standards (Priority 2)

  - Parent Engagement (Priority 3)

  - School Climate (Priority 6)

- Local indicators <u>do not</u> apply to individual schools.

- Meeting the standard on the local indicators is based on **whether the LEA collected and reported performance data** that must be collected locally for each local indicator.

EQUITY REPORT: STATE INDICATORS

▶ Shows the **performance level of all students** on state indicators.

▶

Shows the **total number of student groups** that are large enough to receive a performance level on each state indicator.

▶

Shows the number of those **student groups in the Red or Orange performance levels.**

Status and Change

California School DASHBOARD

Home / Fontana Unified - San Bernardino / Status and Change Report

Status and Change Report

Fontana Unified - San Bernardino County

Enrollment: 38,742   Socioeconomically Disadvantaged: 87%   English Learners: 33%   Reporting Year: Spring 2017

Foster Youth: N/A   Grade Span: K-Adult   Charter School: No

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	◔	High 6.1%	Declined -1.1%
English Learner Progress (K-12)	◑	Medium 67.2%	Declined -1.6%
Graduation Rate (9-12)	✿	High 92.7%	Increased +2.6%
College / Career Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
English Language Arts (3-8)	◔	Low 43.3 points below level 3	Increased +10.2 points
Mathematics (3-8)	◔	Low 71 points below level 3	Maintained +2.4 points

Performance Levels: ✿ Blue (Highest)   ✿ Green   ◔ Yellow   ◑ Orange   ◔ Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Optional Narrative Summary

A narrative text box will be provided as an optional feature for local educational agencies to describe their performance on the state and local indicators. This option will be included in the Dashboard Coordinator Portal to be completed by LEAs. The optional narrative will be displayed as text summary paragraph at the bottom each report to provide additional context and information.

DETAILED REPORTS

▶   Shows year-by-year data for the state indicators and additional
   state data that is relevant to the state indicators.

   ▶   For school districts, it also shows the locally
      collected data reported on the local indicators.

▶   Users will see the data organized into at least three groupings:

   ▶   Academic performance

   ▶   Academic engagement

   ▶   School conditions and climate.

STUDENT GROUP REPORT

▸ Show the performance of all students and each student group on the state indicators.

▸ Users can choose to highlight only the student groups in the:
  ▸ Blue and Green performance levels,
  ▸ Yellow performance level, or
  ▸ Orange and Red performance levels.

▸ Users can view reports showing performance of all student groups on a state indicator by clicking on that indicator.

▸ For any report that shows student group performance, users can also click on any student group to access a single student group's performance on all indicators.

DASHBOARD TIMELINE

▶ California is currently field-testing the Dashboard to gather feedback and input.

▶ California's accountability and continuous improvement system won't be fully implemented until 2017-18.

▶ Metrics will be added over time as data becomes available.

GOVERNOR'S BUDGET

GOVERNOR'S BUDGET

- Increased revenue of $744 million for California schools "gap closure"

- Increased retirement system costs of $1 billion

- Differing opinions regarding economic outlook

Fixing Stat[e]
Bring Scho[ol]

Story

Posted: Thursday, February 9, [...]

By Ron McNicoll

Corrected errors in the state [...]
surprise $1.5 million shortfal[l...]

Pleasanton school officials ar[...]
about getting ready to send [...]
meeting. If they decide to se[...]
out by March 15.

It's possible that revenues w[...]
Finance have said they proje[...]

Also contributing to a district [...]
for employers. In a change announced last week by the PERS board, which sets rates for non-certificated personnel, the PERS rate will rise from 13.8% to 15.8% for employers. Employees pay a lower rate. The State Teachers Retirement System rates for employers are also going up next year, from 12.5% to 14.4%.

The Mercury New[s]

Cupertino
positions c[...]
meeting

By **KRISTI MYLLENBECK** | [...]
PUBLISHED: March 6, 2017 at [...]

Twenty-two full-time employees and two part-time employees in the Cupertino Union School District have been given layoff notices as a result of a $3 million budget deficit district officials are projecting for the 2017-18 school year.

Montebel[lo]
school dis[trict]
budget sh[...]

San Diego Unified School District to cut at least 1,500 jobs
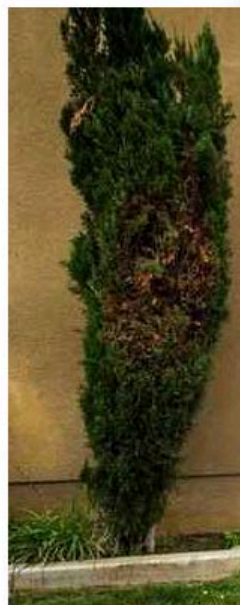
By Kevin Martinez
6 March 2017

The San Diego Unified School District Board of Trustees voted last week to eliminate at least 1,500 full-time education jobs to close the district's budget deficit of $124 million. According to district documents, not widely reported in the corporate media, the second-largest school district in California will now have to teach 100,000 students with less money and less staff.

This comes despite California voters' approval of Proposition 55, promoted by the unions and the Democratic Party in particular as a measure to prevent such cuts and layoffs. Proposition 55 was designed to partially restore state taxes set to expire from Proposition 30, itself a reactionary bill (see " The reactionary essence of California's Proposition 30"). The new bill's proponents cynically used the threat of teacher layoffs and budget cuts to garner support. Now the bill has passed, and educators and others are being fired anyway.

While most of the San Diego media has reported that some 850 jobs will be eliminated, the actual number of full-time jobs set to go—including non-teaching positions such as school security, custodians, counselors, etc.—is 1,500.

To give some idea of the scope of the cuts, the Special Education department will have to make do with $7.92 million less. Some classrooms assigned to moderately to severely disabled students will be closed at elementary schools, forcing 220 disabled students to be relocated.

SIX YEAR FINANCIAL PROJECTION GOVERNOR'S BUDGET

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Revenue						
LCFF	377,223,064	376,468,161	385,168,092	394,920,987	407,569,380	392,367,301
Federal	29,921,823	29,921,823	29,921,823	29,921,823	29,921,823	29,921,823
Other State	60,415,817	48,254,338	46,754,338	46,754,338	46,754,338	46,754,338
Local	1,819,852	1,789,852	1,789,852	1,789,852	1,789,852	1,789,852
Total Revenue	**469,380,556**	**456,434,174**	**463,634,105**	**473,387,000**	**486,035,393**	**470,833,314**
Expenditures						
Certificated	190,588,552	193,447,380	196,349,091	199,294,327	202,283,742	205,317,998
Classified	58,522,124	59,399,956	60,290,955	61,195,320	62,113,249	63,044,948
Benefits	117,740,328	123,277,492	132,332,318	141,736,736	149,973,539	155,417,180
Books & Supplies	34,366,326	35,232,357	36,155,445	37,008,714	37,378,801	37,752,589
Services & Other	43,824,668	45,049,050	46,389,335	47,484,123	48,433,805	49,402,482
Capital Outlay	17,387,477	22,822,160	19,630,193	-394,992	-386,815	-386,815
Total Expenditures	**462,429,475**	**479,228,395**	**491,147,338**	**486,324,228**	**499,796,322**	**510,548,382**
Yearly Surplus/(Deficit)	**6,951,081**	**-22,794,221**	**-27,513,233**	**-12,937,228**	**-13,760,929**	**-39,715,068**

SUMMARY OF ENDING FUND BALANCE
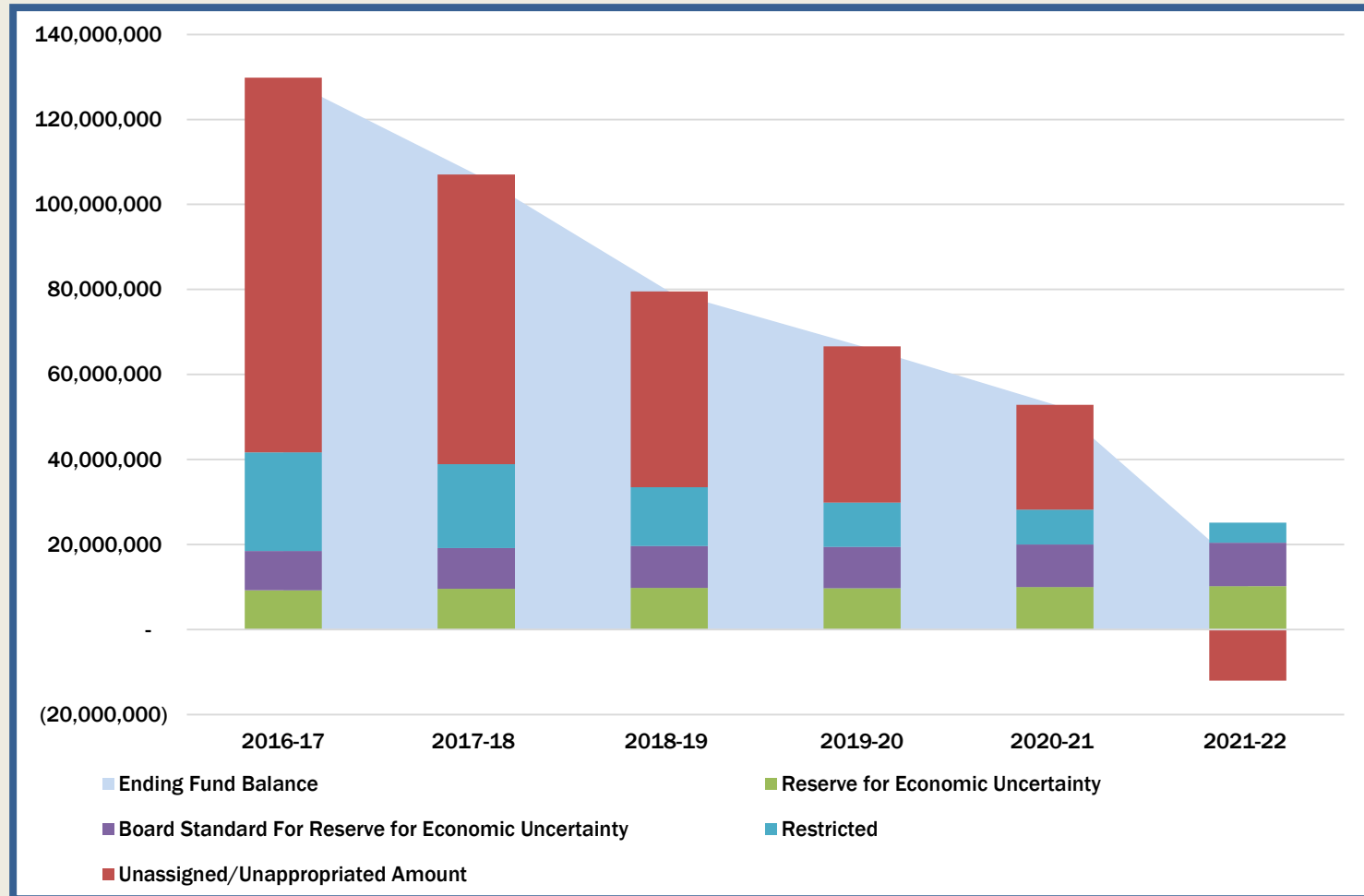
EMPLOYEE BENEFITS - CALSTRS

Year	Employer	Pre-PEPRA* Employees	Post-PEPRA* Employees
2016-17	12.58%	10.25%	9.205%
2017-18	14.43%	10.25%	9.205%
2018-19	16.28%	10.25%	9.205%
2019-20	18.13%	10.25%	9.205%
2020-21	19.10%	10.25%	9.205%

Cumulative Impact of Increase: $15,523,782

EMPLOYEE BENEFITS - CALPERS

Year	Employer	Pre-PEPRA* Employees	Post-PEPRA* Employees
2016-17	13.888%	7%	6%
2017-18	15.8%	7%	6%
2018-19	18.7%	7%	6%
2019-20	21.6%	7%	6%
2020-21	24.9%	7%	6%
2021-22	26.4%	7%	6%
2022-23	27.4%	7%	6%
2023-24	28.2%	7%	6%

Cumulative Impact of Increase: $10,085,108

EDUCATION PATHWAYS

PRINCIPLES OF AN ACADEMY MODEL

- **The academies prepare students for college *and* career, including careers after high school**
  Students should possess the academic and technical abilities to succeed in college, apprenticeships, community college certification programs, and some skilled jobs.

- **They create an engaging curriculum**
  Students apply academics to real-world issues and situations through project-based learning, internships, and job shadowing.

- **They place value on life skills**
  Teaching students to work collaboratively, think critically, and solve problems is as important as teaching them academic knowledge.

- **They improve student achievement and provide equal access**
  Although there may be waiting lists for academies, admission should be open to all students within the district, regardless of their academic ability.

POSSIBLE COMPONENTS OF AN ACADEMY MODEL

- **Multiyear courses**
  The career technical curriculum should include at least three or four yearlong courses that are infused into the core academics.

- **Project-based learning**
  This gives students the chance to apply what they've learned to a real-world problem, which helps make school relevant.

- **Community partnerships**
  Academies need the support and participation of local businesses and industries for funding and resources and for opportunities for job shadowing, internships, and mentorships.
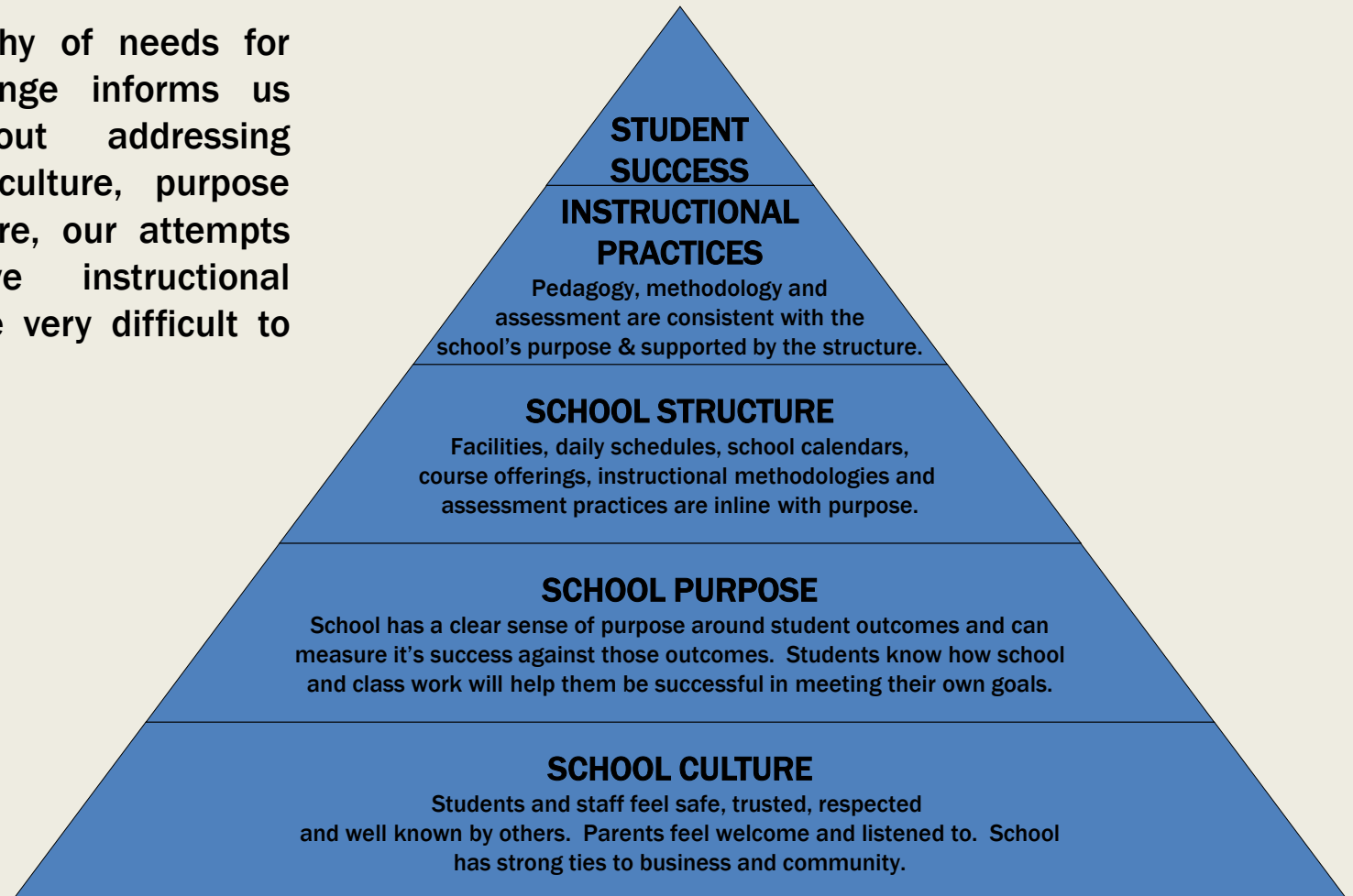
- **Support**
  With many at-risk students, academies must have a strong network of support services to help students master the academic and career content.

HIERARCHY OF NEEDS FOR A 21ST CENTURY SCHOOL

The hierarchy of needs for school change informs us that without addressing issues of culture, purpose and structure, our attempts to improve instructional practice are very difficult to sustain.

STUDENT SUCCESS

INSTRUCTIONAL PRACTICES
Pedagogy, methodology and assessment are consistent with the school's purpose & supported by the structure.

SCHOOL STRUCTURE
Facilities, daily schedules, school calendars, course offerings, instructional methodologies and assessment practices are inline with purpose.

SCHOOL PURPOSE
School has a clear sense of purpose around student outcomes and can measure it's success against those outcomes. Students know how school and class work will help them be successful in meeting their own goals.

SCHOOL CULTURE
Students and staff feel safe, trusted, respected and well known by others. Parents feel welcome and listened to. School has strong ties to business and community.

POSSIBLE ACADEMY THEMES

- International Business

- International Baccalaureate (IB)

- Arts

- Medical Services

- Technology
  - Green Technologies
  - Cyber Security
  - New Media/Arts

QUESTIONS?