

CUSD Local Indicators

November 9, 2017

Elisa Ramirez



Development of the California School Dashboard

In 2016, the State Board of Education (SBE) adopted a new **accountability tool** required by LCFF, called the **evaluation rubrics**, that includes a set of state and local measures.

The **California School Dashboard** (Dashboard) is how performance data from the evaluation rubrics are shown to LEAs and the public.


The Dashboard was **piloted in spring 2017** to provide LEAs and schools time to become familiar with the features prior to full implementation in fall 2017.

Indicators by LCFF Priority Area

Priority Area	State Indicator	Local Indicator
Priority 1: Basic Services	N/A	Basics Conditions at School
Priority 2: Implementation of State Standards	N/A	Implementation of State Academic Standards
Priority 3: Parent Involvement	N/A	Parent Engagement
Priority 4: Pupil Achievement	Academic Indicator English Learner Progress Indicator	N/A
Priority 5: Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	N/A
Priority 6: School Climate	Suspension Rate Indicator	Local Climate Survey
Priority 7: Course Access	College/Career Indicator	Proposed New Local Indicator for 2018
Priority 8: Pupils Outcomes	College/Career Indicator	N/A
Priority 9: Coordination of Instruction if Expelled Pupils	N/A	Coordination of Services for Expelled Students*
Priority 10: Coordination of Services for Foster Youth	N/A	Coordination of Services for Foster Youth*

* Only applies to county offices of education

State and Local Indicator Overview and Performance Descriptions

State Indicators	Local Indicators
Based on data that is collected consistently across the state (i.e. California Longitudinal Pupil Achievement Data System, state assessments, etc.)	Data is not collected at the state level—LEAs measure and report on their progress based on locally collected data
	Met Not Met Not Met for Two or More Years
Performance determined by state based on five-by-five placement charts	Performance determined by LEA based on state-created standards

State Indicators in the Fall 2017 Dashboard

- Chronic Absenteeism (*to be determined*)
- Suspension Rate
- English Learner Progress
- Graduation Rate College/Career (*status only*)
- Academic: ELA and Mathematics

Performance on State Indicators

- LEAs, schools, and student groups receive performance levels (or colors) for each state indicator.
- Two years of data (**Status** and **Change**) are required to receive a color:
 - Status:** Current data
 - Change:** The difference between current year and prior year(s) of data.

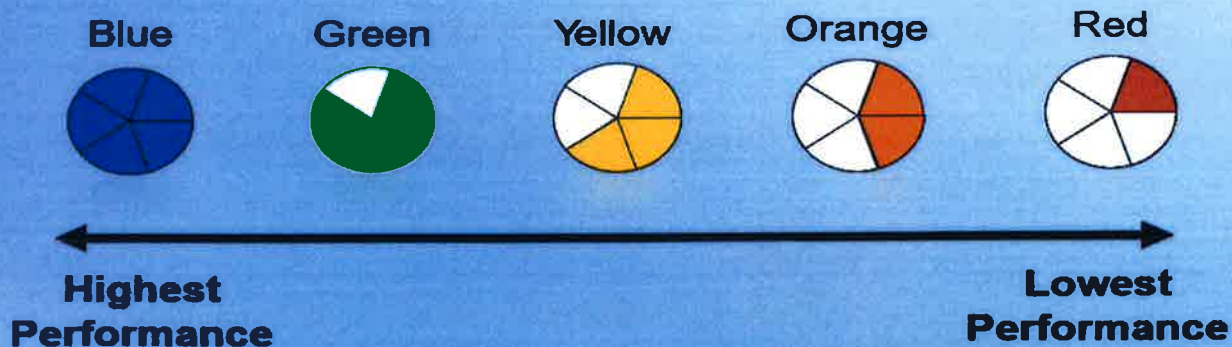
Combine Status and Change Levels to Get a Color!

CHANGE (indicated by a red arrow pointing down to the 'Increased by 1% to less than 5%' column)

STATUS (indicated by a red arrow pointing right to the 'Medium' row)

		Graduation Change				
		Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Graduation Status	Very High 95% or more	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
	Medium 85% to less than 90%	Orange	Orange	Yellow	Green	Green
	Low 80% to less than 85%	Red	Orange	Orange	Yellow	Yellow
	Very Low 75% to less than 80%	Red	Red	Red	Red	Red
	Less than 75%	Red	Red	Red	Red	Red

Performance Levels



Calexico Unified - Imperial County

Enrollment: 9,266

Socioeconomically Disadvantaged: 85%

English Learners: 66%

Foster Youth: N/A

Grade Span: P-Adult

Reporting Year: Spring 2017

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. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		6	2
English Learner Progress (K-12)		1	0
<u>Graduation Rate (9-12)</u>		4	2
<u>College / Career</u>		N/A	N/A
Available Fall 2017. Select for Grade 11 assessment results.			
<u>English Language Arts (3-8)</u>		4	3
<u>Mathematics (3-8)</u>		4	2

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 1

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

SBAC ELA % Standard Met/Exceeded	District 26% EL 10% SWD 3%	District 28% EL 13% SWD 6%	District 30% EL 16% SWD 9%	District 32% EL 19% SWD 12%
SBAC Math % Standard Met/Exceeded	District 18% EL 8% SWD 2%	District 20% EL 11% SWD 5%	District 22% EL 14% SWD 8%	District 24% EL 17% SWD 11%
Dashboard ELA	District 65.4 pts below Level 3 EL 75.9 pts below Level 3 SWD 145.1 pts below Level 3 SED 73.5 pts below level 3	District 55.4 pts below Level 3 EL 63.9 pts below Level 3 SWD 133.1 pts below Level 3 SED 61.5 pts below level 3	District 45.4 pts below Level 3 EL 51.9 pts below Level 3 SWD 121.1 pts below Level 3 SED 49.5 pts below level 3	District 35.4 pts below Level 3 EL 39.9 pts below Level 3 SWD 109.1 pts below Level 3 SED 37.5 pts below level 3
Dashboard Math	District 77.8 pts below Level 3 EL 85.9 pts below Level 3 SWD 164.4 pts below Level 3 SED 84.4 pts below level 3	District 67.8 pts below Level 3 EL 73.9 pts below Level 3 SWD 152.4 pts below Level 3 SED 72.4 pts below level 3	District 57.8 pts below Level 3 EL 61.9 pts below Level 3 SWD 140.4 pts below Level 3 SED 60.4 pts below level 3	District 47.8 pts below Level 3 EL 49.9 pts below Level 3 SWD 128.4 pts below Level 3 SED 48.4 pts below level 3
EL Reclassification	District rate 7.8 %	District rate 8.1 %	District rate 8.7 %	District rate 9.2 %
SARC report on teacher credential	95% of staff fully credentialed in area taught	95.5% of staff fully credentialed in area taught	96% of staff fully credentialed in area taught	96.5% of staff fully credentialed in area taught
Instructional Materials Report (Sufficiency of Textbooks)	100% of students will have instructional materials.	100% of students will have instructional materials.	100% of students will have instructional materials.	100% of students will have instructional materials.
Implementation of State Standards Reflection Tool/Summary Local Indicator	Will complete Baseline in 2017-18 School Year	Will share results of tool to stakeholders (Board meeting).	Continue to use Reflection Tool/Summary to refine progress on implemented standards.	Continue to use Reflection Tool/Summary to refine progress on implemented standards.

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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. Select any of the underlined indicators for more detailed information.

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English Learner Progress (K-12)		1	0
<u>Graduation Rate (9-12)</u>		4	2
<u>College / Career</u> Available Fall 2017. Select for Grade 11 assessment results.		N/A	N/A
<u>English Language Arts (3-8)</u>		4	3
<u>Mathematics (3-8)</u>		4	2

Equity Report	Status and Change Report	Detailed Reports	Student Group Report	
This report shows the performance levels for a single state indicator, Graduation Rates, for all student groups. 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. Select any of the underlined student groups for more detailed information.				
All	Blue/Green	Yellow	Red/Orange	
	Student Performance	Number of Students	Status	Change
<u>All Students</u>		733	Low 82.7%	Maintained -0.5%
<u>English Learners</u>		494	Low 77.3%	Increased +2.1%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
<u>Socioeconomically Disadvantaged</u>		733	Low 82.7%	Maintained -0.8%
<u>Students with Disabilities</u>		59	Medium 89.8%	Increased Significantly +5.8%
<u>African American</u>		*	*	*
<u>American Indian</u>		*	*	*
<u>Asian</u>		5	*	*
<u>Filipino</u>		1	*	*
<u>Hispanic</u>		723	Low 82.4%	Maintained -0.6%

Combine Status and Change Levels to Get a Color!

CHANGE

STATUS

Graduation Change

Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or more	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Medium 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 80% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 80%	Red	Red	Red	Red	Red

EXPECTED ANNUAL MEASURABLE OUTCOMES

Goal 4

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Synergy P2 Report	Maintain ADA at or above 96.5%	Maintain ADA at or above 96.5%	Maintain ADA at or above 96.5%	Maintain ADA at or above 96.5%																																																												
CDE - Reports	Dropout rate 7.4%	Dropout rate 7%	Dropout rate 6.5%	Dropout rate 6%																																																												
Dashboard - Graduation rate	<div> <div> <div>All 82.7%</div> <div>EL 77.3%</div> <div>SED 82.7%</div> <div>SWD 89.8%</div> </div> <div> <div>CDE Data</div> <div>Quest (14-15)</div> <div>78.1</div> </div> </div>	<div> <div> <div>All 88%</div> <div>EL 80%</div> <div>SED 85%</div> <div>SWD 90%</div> </div> <div> <div>CDE Data</div> <div>Quest (15-16)</div> <div>86.8</div> </div> </div>	<div> <div> <div>All 88%</div> <div>EL 83%</div> <div>SED 87%</div> <div>SWD 90.5%</div> </div> </div>	<div> <div> <div>All 90%</div> <div>EL 86%</div> <div>SED 89%</div> <div>SWD 91%</div> </div> </div>																																																												
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Synergy - P3 report	Chronic Absenteeism = 10.62%	Chronic Absenteeism = 10%	Chronic Absenteeism = 9%	Chronic Absenteeism = 8%																																																												
Healthy Kids Survey	<table> <tr> <th>Grade</th> <th>Chronic Absenteeism</th> <th>Caring Adult Relationship</th> </tr> <tr> <td>5th</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>7th</td> <td>62%</td> <td>33%</td> </tr> <tr> <td>9th</td> <td>50%</td> <td>30%</td> </tr> <tr> <td>11th</td> <td>34%</td> <td>28%</td> </tr> </table>	Grade	Chronic Absenteeism	Caring Adult Relationship	5 th	50%	50%	7 th	62%	33%	9 th	50%	30%	11 th	34%	28%	<table> <tr> <th>Grade</th> <th>Chronic Absenteeism</th> <th>Caring Adult Relationship</th> </tr> <tr> <td>5th</td> <td>63%</td> <td>58%</td> </tr> <tr> <td>7th</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>9th</td> <td>44%</td> <td>35%</td> </tr> <tr> <td>11th</td> <td>30%</td> <td>29%</td> </tr> </table>	Grade	Chronic Absenteeism	Caring Adult Relationship	5 th	63%	58%	7 th	67%	33%	9 th	44%	35%	11 th	30%	29%	<table> <tr> <th>Grade</th> <th>Chronic Absenteeism</th> <th>Caring Adult Relationship</th> </tr> <tr> <td>5th</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>7th</td> <td>72%</td> <td>33%</td> </tr> <tr> <td>9th</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>11th</td> <td>44%</td> <td>29%</td> </tr> </table>	Grade	Chronic Absenteeism	Caring Adult Relationship	5 th	60%	60%	7 th	72%	33%	9 th	40%	30%	11 th	44%	29%	<table> <tr> <th>Grade</th> <th>Chronic Absenteeism</th> <th>Caring Adult Relationship</th> </tr> <tr> <td>5th</td> <td>73%</td> <td>58%</td> </tr> <tr> <td>7th</td> <td>77%</td> <td>33%</td> </tr> <tr> <td>9th</td> <td>54%</td> <td>30%</td> </tr> <tr> <td>11th</td> <td>46%</td> <td>29%</td> </tr> </table>	Grade	Chronic Absenteeism	Caring Adult Relationship	5 th	73%	58%	7 th	77%	33%	9 th	54%	30%	11 th	46%	29%
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Expulsion Rate	2015-16 Expulsion rate is less than 1% (0.05%)	Expulsion rate is less than 1%	Expulsion rate is less than 1%	Expulsion rate is less than 1%																																																												
Middle School Dropout Rate	2015-16 District: 5.2% 2015-16 Enrique Camarena: 0.3% 2015-16 William Moreno: 0.5%	District Less than 5% Enrique Camarena Less than 1% William Moreno Less than 1%	District Less than 5% Enrique Camarena Less than 1% William Moreno Less than 1%	District Less than 5% Enrique Camarena Less than 1% William Moreno Less than 1%																																																												

Local Indicators in the Fall 2017 Dashboard

- **SARC**
 - **Teacher Misassignments**
 - **Student Access to Instructional Materials**
 - **Conditions of Facilities**
- **Implementation of State Academic Standards**
- **Parent Engagement**
- **School Climate**

Performance Standards

The approved standards require the LEA to:

Annually measure its progress.

Report the results at a regularly scheduled **public meeting of the local governing board.**

Publicly report results through the **Dashboard.**

(For Fall 2017 Dashboard we must report by December 1, 2017)

Performance Levels

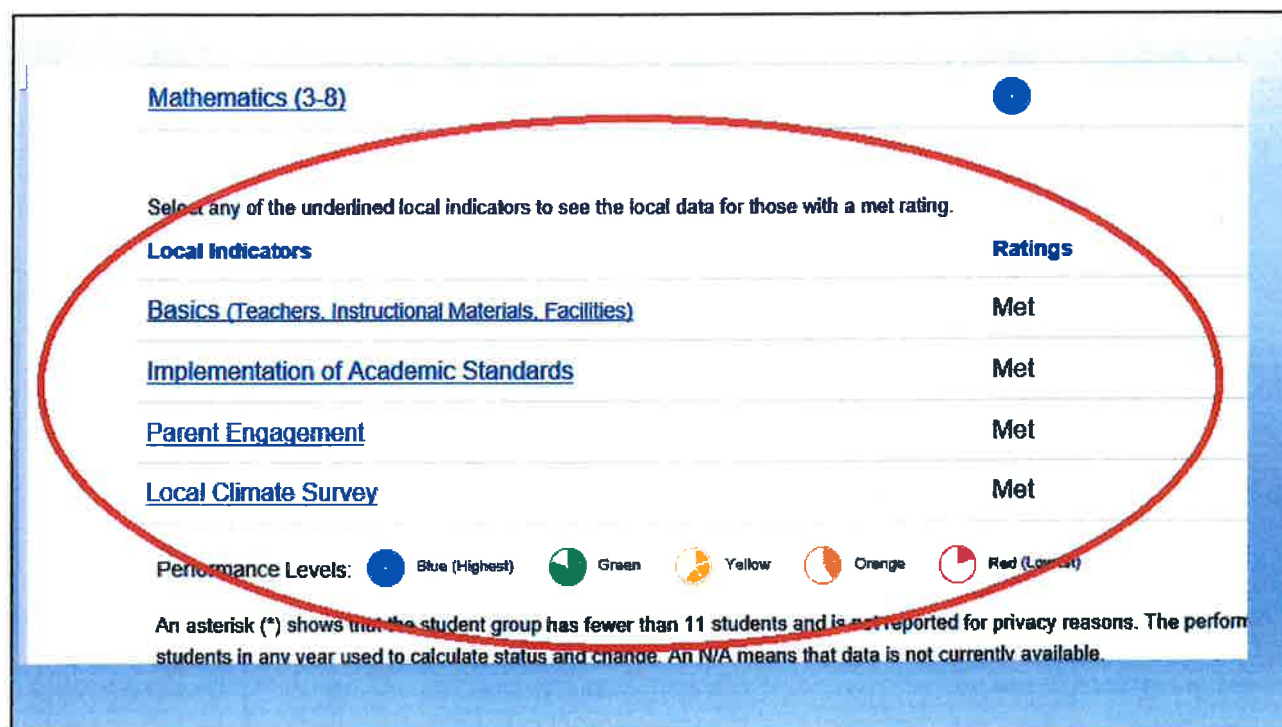
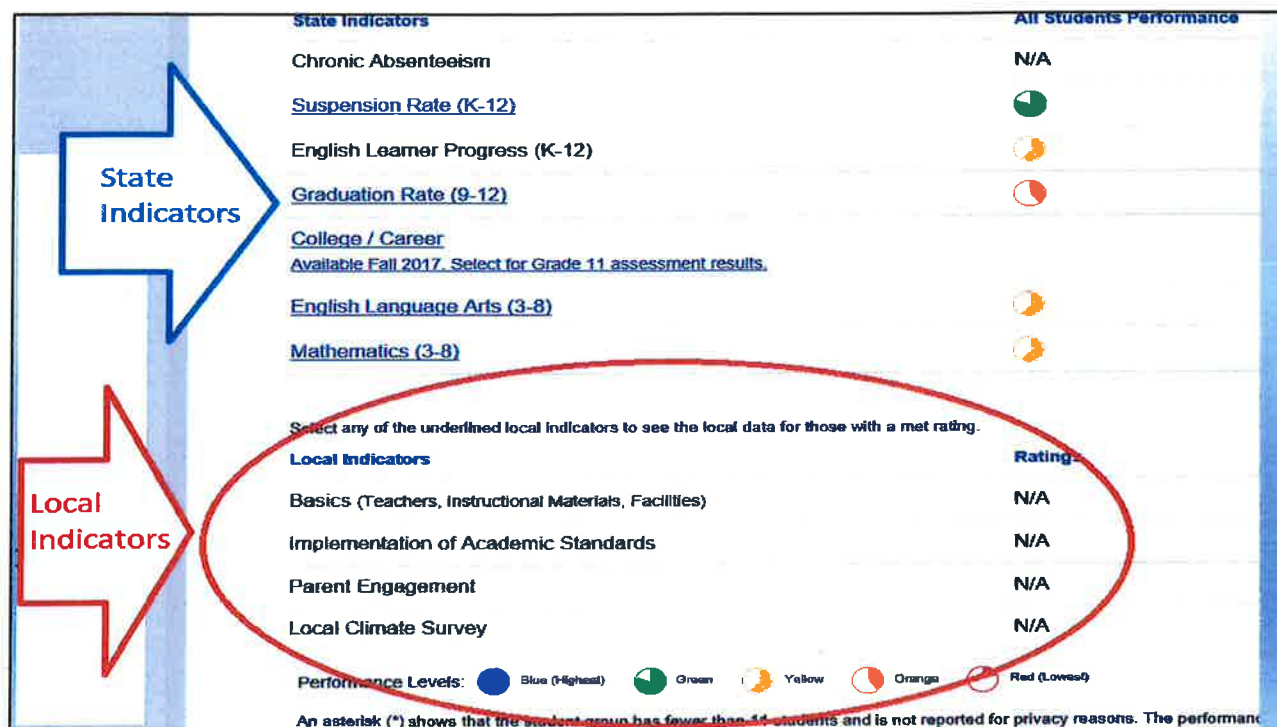
The three performance levels for the local indicators are:

- **Met**
- **Not Met**
- **Not Met for 2 or More Years**

How do you measure progress?

- ☐ Have we Met, Not Met, or Not Met for Two or More Years each applicable local performance indicator?
- ☐ Use self-reflection tools included in the evaluation rubrics.
- ☐ Report progress through the California School Dashboard





Priority 1: Basics

- **Standard:** LEA 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.

Priority 1: Basics

Measure Progress

Use data from the CDE's **School Accountability Report Card (SARC)**, to measure progress and respond to the **three prompts** in the **self-reflection tool** included in the Dashboard:

- **Teacher misassignments**
- **Student access to instructional material**
- **Conditions of school facilities**

Priority 1: Basics

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 report 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: *

3

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

4

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

1

Criteria:

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

☒ Met

☐ Not Met

☐ Not Met For Two or More Years

Priority 1: Basics

#/% of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions:

0 – Misassignments of teachers of English Learners

0 – Misassignment of total teachers

3 – Vacant Positions

#/% of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0 % – Students with no access to instructional materials

Sufficiency of Textbooks Resolution
Approved by Board Members October 12, 2017

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

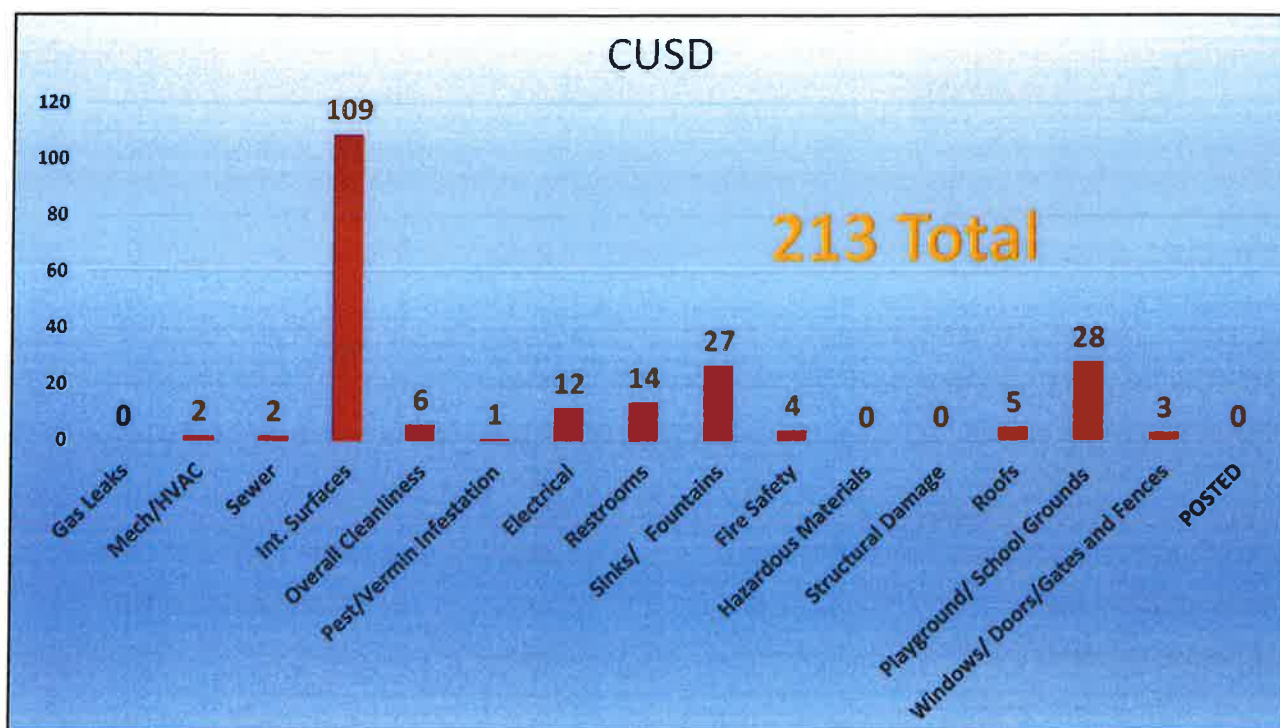
202 - # of Deficiencies (Districtwide)

0 - # of X's

Vacancies

School Site	# of Vacancies	Assignment
Blanche Charles Elementary	None	
Cesar Chavez Elementary	None	
Dool Elementary	None	
Jefferson Elementary	None	
Kennedy Gardens Elementary	None	
Mains Elementary	None	
Rockwood Elementary	None	
Enrique Cam.:1rena Jr. High	None	
William Moreno Jr . High	None	
Calexico High School	(3)	Art, Biology, & English 9
Aurora High School	None	
Robert F. Morales, Adult Ed.	None	

Overall Rating (FIT Tool)			<input checked="" type="checkbox"/> No Deficiency - Good Repair: Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category. D Deficiency: Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair. X Extreme Deficiency: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard. NA Not Applicable: If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".
PERCENTAGE	DESCRIPTION	RATING	
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY	
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD	
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR	
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. <u>Major repairs and maintenance are necessary throughout the campus.</u>	POOR	



Priority 2: Implementation of State Academic Standards

- **Standard:** LEA annually measures its progress implementing state academic standards.

Measure Progress

- Option 1 – Narrative Summary
- Option 2 – Reflection Tool



Priority 2: Implementation of State Academic Standards

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. 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

Priority 2: Implementation of State Academic Standards

1

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

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks,

English Language Arts – Common Core State Standards for English Language Arts	4
English Language Development (Aligned to English Language Arts Standards)	3
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	2
History-Social Science	2

Priority 2: Implementation of State Academic Standards

2

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

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts	4
English Language Development (Aligned to English Language Arts Standards)	4
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	2
History-Social Science	2

Priority 2: Implementation of State Academic Standards

3

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

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)

English Language Arts – Common Core State Standards for English Language Arts	2
English Language Development (Aligned to English Language Arts Standards)	2
Mathematics – Common Core State Standards for Mathematics	2
Next Generation Science Standards	2
History-Social Science	2

Priority 2: Implementation of State Academic Standards

4

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

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education	4
Health Education Content Standards	1
Physical Education Model Content Standards	4
Visual and Performing Arts	4
World Language	4

Priority 2: Implementation of State Academic Standards

5

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

During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Identifying the professional learning needs of groups of teachers or staff as a whole	3
Identifying the professional learning needs of individual teachers	1
Providing support for teachers on the standards they have not yet mastered	1


Priority 2: Implementation of State Academic Standards

- The primary areas of focus for staff development fall under the District's Focus of English Learners, Writing, and Academic Discourse. (AVID strategies, technology, Growth Mindset).
- We have begun the process of student data collection via District Common Assessments and formal assessments, such as CAASPP, to determine instructional needs for teachers.
- The District provides annual training to support teachers with newly adopted curriculum and/or new frameworks in the areas of mathematics, ELA, history, and science.
- Professional development is delivered by way of release time for teachers as well as two districtwide days.
- Teachers are also released to attend pre-approved workshops and conferences with the expectation of disseminating their findings by way of instructional networking.
- The District provides content specific training when needed by departments or grade level teams.
- Teachers are supported through on-going, in-class coaching by District Academic Support Teachers.
- Site administrators conduct classroom observations.
- District is in the process of establishing common language and observation protocols for site observations in order to provide support and future professional development topics.

Priority 3: Parent Engagement

- **Standard:** LEA annually measures its progress in (1) seeking **input** from **parents** in decision making and (2) promoting parental **participation** in programs.

Measure Progress

- **Option 1 – Survey** 
- **Option 2 – Summary**

CA School Parent Survey

Calexico Unified administered the California School Parent Survey to all parents on **February 2017** and received **662** responses from parents of students in all grade levels **TK-12**.

This survey was selected to provide comprehensive feedback across each component of the LCAP and determine where strengths and weaknesses lie in order to create salient LCAP goals, actions and services to best meet the needs of students and parents.

CUSD Parent Survey

- **CA School Parent Survey – February 2017**

- **662 Responses**

- Elementary : 85.8%
- Secondary: 14.2%

- **CUSD Parent Survey – September 2016**

- **941 Responses**

- Elementary : 92.1%
- Secondary: 7.9%

CA School Parent Survey

Strongly Agree

Key Indicators of School Climate, Student Behavior, and Parental Involvement

	All %	ES %	MS %	HS %	NT %
Parental Involvement					
School allows input and welcomes parents' contributions†	48	48	49	41	
School encourages me to be an active partner with the school in educating my child†	49	49	57	37	
School actively seeks the input of parents before making important decisions†	39	40	33	25	
Parents feel welcome to participate at this school†	54	56	47	27	

CA School Parent Survey

Strongly Agree

Key Indicators of School Climate, Student Behavior, and Parental Involvement

	All %	ES %	MS %	HS %	NT %
Academic Orientation and Participation					
School promotes academic success for all students†	52	52	61	39	
School is a safe place for my child†	50	51	52	37	
School motivates students to learn†	55	57	47	32	
School has adults that really care about students†	51	53	42	28	
School provides opportunities for meaningful student participation†	47	47	55	32	

CA School Parent Survey

**Strongly Agree
or Agree**

The findings were:

92% of parents strongly agreed or agreed that the school allows input and welcomes parents' contributions.

90% of parents strongly agreed or agreed that the school encourages them to be an active partner with the school in educating their child.

85% of parents strongly agreed or agreed that the school actively seeks the input of parents before making important decisions

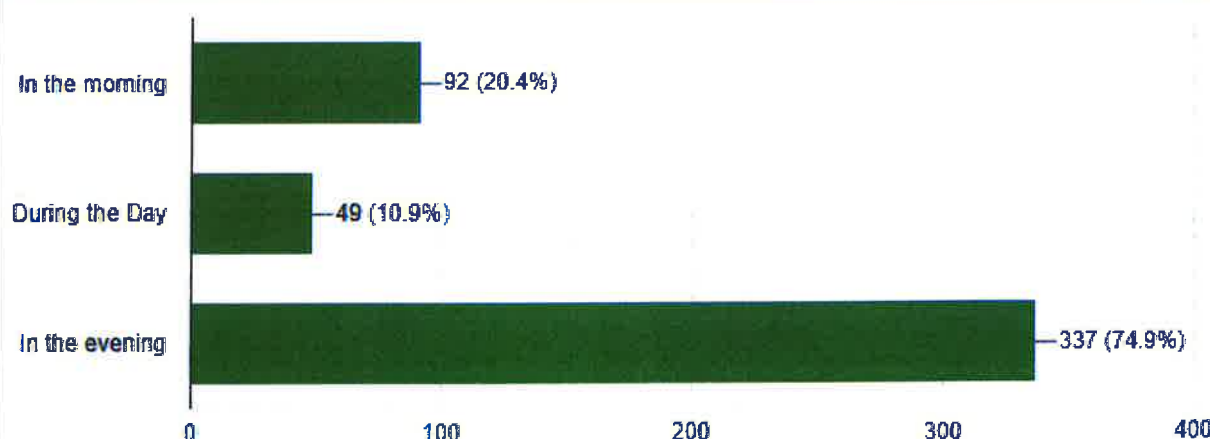
91% of parents strongly agreed or agreed that parents feel welcome to participate at their school

96% of parents strongly agreed or agreed that school staff treat them with respect.

90% of parents strongly agreed or agreed that the school staff take parent concerns seriously.

CUSD Parent Survey

- I would prefer parent trainings



CUSD Parent Survey

As a parent, what might our school do to help you?

- Communication and keeping parents updated on activities coming up.
- Keep school website current with updated information
- More information on students' school grades
- Have parents more involved in school activities.
- Provide parent trainings
- How to support at home
- Ensure school safety
- Provide Students guidance/self esteem

School Climate (Priority 6)

- **Standard:** LEA 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 LEA serves (e.g., K-5, 6-8, 9-12).



**SCHOOL
CONNECTEDNESS**

Student Healthy Kids Survey

Healthy Kids Survey – February 2017

2498 Responses

Elementary : 463 (5th grade)

Secondary: 2035 (7th, 9th, 11th, NT)



Student Healthy Kids Survey

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Engagement and Supports					
School connectedness (high)	68	66	55	50	46
Academic motivation (high)	42	50	40	33	40
Truant more than a few times [†]	N/A	6	7	12	28
Caring adult relationships (high)	59	41	30	28	34
High expectations (high)	67	56	43	38	42
Meaningful participation (high)	30	19	14	10	5

Student Healthy Kids Survey

Key Indicators of School Climate and Student Well-Being

	Grade 5 %
School Safety	
Feel safe at school [†]	81
Been hit or pushed	44
Mean rumors spread about you	44
Been called bad names or mean jokes made about you	41
Saw a weapon at school [‡]	15

Student Healthy Kids Survey

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
School Safety and Substance Use				
School perceived as very safe or safe	70	64	61	54
Experienced any harassment or bullying [†]	24	24	22	22
Had mean rumors or lies spread about you [†]	35	34	37	40
Been afraid of being beaten up [†]	16	11	8	10
Been in a physical fight [†]	15	14	8	20
Seen a weapon on campus [†]	12	13	14	21
Been drunk or "high" on drugs at school, ever	1	5	11	17

School Climate

- Our Governing Board and District Safety Committee has made student **safety a priority**.
- The District has taken numerous measures to create a safe learning environment including stationing a **School Resource Officer** at Calexico High School, employing many **campus security** at the secondary sites and **noon duty aides** at the elementary sites.

School Climate

- All school sites have secured the main office entrance, **rerouting visitors** to main office, and a **visitor management system** was installed at every school site.
- Schools have implemented programs such as **Character Counts** and **7 Habits of Highly Effective Students** to foster positive climate change to produce exceptional results in the academic, social, emotional and character development .
- Increasing student connectedness to school through **Growth Mindset, Modern Learners, School Activities**, etc.

