



# BUSD 2021-22 Local Indicators

# Criteria

In order to receive Standard Met for any local indicator, schools/districts must:

- Measure its progress
  - Data Collection
  - Self-Reflection and/or Self-Evaluation Tools
- Report results to the Local Governing Board



# Dashboard Indicators

<b>10 Indicators of School Success</b>	
<b>State Indicators (qualitative data)</b>	<b>Local Indicators (quantitative data)</b>
High School Graduation Rate	<i>Determined by Self-Evaluation Rubrics</i>
Academic Performance (CAASPP)	Basic Conditions
Suspension Rate	Implementation of Academic Standards & Professional Development
English Learner Progress	Parent Involvement and Engagement
Preparation for College and Career	School Climate
Chronic Absenteeism	

# Priority 1: Basic Conditions - Met

		Number
Teachers*	<ul style="list-style-type: none"><li>● Misassignment of teachers of English learners</li><li>● Total teacher misassignments</li><li>● Vacant teacher positions</li></ul> <p><i>*Revision to the Local Indicators - Now prepopulated in Dashboard by CDE</i></p>	0 0 0
Curriculum	Every student has sufficient access to standards aligned instructional materials	100%
Facilities	Instances where facilities do not meet the “good repair” standard	0

# Priority 2: Implementation of Academic Standards & Professional Development:

Rating Scale (lowest to highest)

1 - Exploration & Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

	Providing Professional Learning	Aligned Instructional Materials	Supporting Staff in Delivering Instruction
<b>ELA</b>	3	5	3
<b>ELD</b>	4	5	3
<b>Math</b>	2	5	2
<b>NGSS</b>	1	1	1
<b>HS/Social Studies</b>	1	1	1

# Priority 2: Implementation of Academic Standards & Professional Development Cont.:

Rating Scale (lowest to highest)

1 - Exploration & Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

	Implementation Progress
<b>Health</b>	4
<b>Physical Education</b>	5
<b>VAPA</b>	2

# Priority 2: Implementation of Academic Standards & Professional Development Cont.:

Rating Scale (lowest to highest)

1 - Exploration & Research Phase

2 - Beginning Development

3 - Initial Implementation

4 - Full Implementation

5 - Full Implementation and Sustainability

	Identifying Professional Learning Needs of Groups of Teachers/Staff	Identifying Professional Learning Needs of Individual Teachers	Provide Support for Teachers' Unmastered Teaching Standards
Support for Teachers and Administrators	4	3	3

# English Language Arts

<b>Developing Partnerships for Student Outcomes</b>	<b>Evidence</b>	<b>Rating</b>
<b>Professional Development:</b> Progress in providing professional learning for teaching the recently adopted academic standards and/or curriculum frameworks identified below.	ELA curriculum adopted in 2012. In 2021-2022 the Bellevue Education Success Team (BEST) led professional development to teachers on the ELA standards and identified the priority standards for all grade levels. Time was dedicated to ensuring vertical alignment.	4
<b>Instructional Materials:</b> Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.	All teachers have the McGraw Hill ELA Curriculum: Wonders. The Curriculum committee and the teachers spent the year identifying writing programs to support language arts. Writing by Design was the program that rose to the top and is being recommended to the Board for adoption in June 2022.	5
<b>Delivering Instruction/Policy and Program Support:</b> 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).	An area to focus on. Increase structured collaborative time. Supporting research-based effective instructional strategies. Need a systematic process for self-reflection, peer observation/collaboration.	3



# English Language Development

Developing Partnerships for Student Outcomes	Evidence	Rating
<b>Professional Development:</b> Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	Jenn Guerrero provided professional development before school and throughout the year. There was also professional development on the new ELD curriculum. Next school year, all Teachers on Special Assignment (TOSAs) will attend the ELD Standards Institute to support classroom teachers with the delivery of ELD instruction.	3
<b>Instructional Materials:</b> Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.	All teachers were provided with designated ELD curriculum aligned to the ELA curriculum, Wonders.	4
<b>Delivering Instruction/Policy and Program Support:</b> 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, focuses classroom walkthroughs, teacher pairing).	Teachers need more support designing integrated and designated ELD lessons. BUSD is focusing on building the capacity of our TOSAs in order for them to support ELD at a systemic level.	3

# Mathematics

Developing Partnerships for Student Outcomes	Evidence	Rating
<b>Professional Development:</b> Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	Still need common core professional development in the area of math. Haven't shifted to math practices, yet.	1
<b>Instructional Materials:</b> Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.	Math curriculum was adopted and teachers have the instructional materials.	4
<b>Delivering Instruction/Policy and Program Support:</b> 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, focuses classroom walkthroughs, teacher pairing).	Has not been a focus. Need to provide professional learning to understand the mathematical shifts. Need more fundamental understanding of the common core standards.	1

# Next Generation Science Standards

Developing Partnerships for Student Outcomes	Evidence	Rating
<p><b>Professional Development:</b> Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.</p>	<p>There is a need for professional development of NGSS. The Curriculum Committee in collaboration with BUSD teachers will be investigating NGSS aligned curriculum in 2022-2023. Professional Development will be provided through the selection process and once a program is identified for adoption.</p>	<p>1</p>
<p><b>Instructional Materials:</b> Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.</p>	<p>Currently use California Science (McMillan and McGraw Hill) 2008 Supplemental Mystery Science Curriculum Once BUSD teachers receive information about NGSS and curriculum is identified, NGSS aligned materials will be purchased.</p>	<p>1</p>
<p><b>Delivering Instruction/Policy and Program Support:</b> 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, focuses classroom walkthroughs, teacher pairing).</p>	<p>Standards aligned curriculum needs to be researched and selected to meet the NGSS standards. The NGSS have cross-cutting concepts and instructional practices identified to support learning.</p>	<p>1</p>

# History/Social Science

Developing Partnerships for Student Outcomes	Evidence	Rating
<b>Professional Development:</b> Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.	No professional development, yet.	1
<b>Instructional Materials:</b> Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum framework identified below available in all classrooms where the subject is taught.	All teachers have the Board adopted Social Studies curriculum (California Vistas - McMillan/McGraw Hill) 2007	1
<b>Delivering Instruction/Policy and Program Support:</b> 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, focuses classroom walkthroughs, teacher pairing).	BUSD needs to investigate and research curriculum or dedicate time and energy to creating integrated units of study to strengthen the delivery of history/social science learning.	1

# Other Standards

Developing Partnerships for Student Outcomes	Evidence	Rating
Progress implementing each of the following academic standards adopted by the State Board of Education for all students.		
<b>Career Technical Education</b>	N/A	N/A
<b>Health Education Content Standards</b>	Currently use 1990 curriculum. Need to update.	2
<b>Physical Education Model Content Standards</b>	P.E. teachers have identified priority standards.	4
<b>World Language</b>	N/A	N/A
<b>Visual and Performing Arts</b>	Some teachers provide this. Need to work on a systematic approach.	2

# Support for Teachers and Administrators

Developing Partnerships for Student Outcomes	Evidence	Rating
<p>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).</p>		
<p><b>Identifying the professional learning needs of groups of teachers or staff as a whole.</b></p>	<p>Designated ELD            Identifying learning targets            Providing GLAD training            Providing SIPPS training to support foundational skills</p>	<p>3</p>
<p><b>Providing support for teachers on the standards they have not yet mastered.</b></p>	<p>Provide informal support to teachers as needed (Tech; ELPAC, Literacy)</p>	<p>3</p>
<p><b>Identifying professional learning needs of individual teachers.</b></p>	<p>Need to survey teachers.            Need to provide training to new teachers and teachers needing support. A New Teacher Launch will be provided to new BUSD teachers each August.</p>	<p>2</p>

# Priority 3: Parental Involvement and Family Engagement - Met

Building Relationships between School Staff and Families	Evidence	Rating
<p><b>Relationships:</b> Developing the capacity of the staff to build trusting and respectful relationships with families.*</p>	<p>Back to School Night; Parent Conferences; Student Success Team (SST) meetings; Parent-Principal Coffee Chats; Individualized Education Plans (IEPs)</p> <p>*All communication is provided in English and Spanish. BUSD increased the hours to full-time for Family Engagement Facilitators at all sites to support this.</p>	3
<p><b>Welcoming:</b> Creating welcoming environments for all families.</p>	<p>Family engagement opportunities (i.e., Kinder Welcome, Back to School Night); Parent Survey Results - YouthTruth</p>	4
<p><b>Professional Development:</b> Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.</p>	<p>Need to explore this. It is principle 1 in the English Learner Roadmap.</p>	1
<p><b>Communication:</b> Engage in 2-way communication between families and educators using language that is understandable and accessible to families.</p>	<p>All written communication is in both English and Spanish. Social media posts in both languages Board meetings have interpreters.</p>	4

# Priority 3: Parental Involvement and Family Engagement-Met

Developing Partnerships for Student Outcomes	Evidence	Rating
<p><b>Professional Learning:</b> Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.</p>	<p>ELAC and School Site Council Principal Training. Family Engagement Facilitator training (i.e., interpreter training, Frontline training, providing scripts for phone calls, technology)</p>	<p>3</p>
<p><b>Information and Resources:</b> Providing families with information and resources to support student learning and development in the home.</p>	<p>ELAC            DELAC            Continue Literacy and Math Nights            Develop a Parent Education Curriculum            Family Connection events for early childhood education (preschool)            Town Hall Meetings            Webinars            Kinder Meet &amp; Greet</p>	<p>3</p>
<p><b>Supporting Students:</b> Implementing policies or programs for teacher to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.</p>	<p>Student Success Team (SST)            Parent/Teacher Conferences            Back to School Night            Individualized Education Program (IEP)            Family Support meetings            SART Process</p>	<p>4</p>
<p><b>Supporting Families:</b> Supporting families to understand and exercise their legal rights and advocate for their own students and all students.</p>	<p>ELAC Meetings            DELAC Meetings            SSC Meetings            Partnering with Sonoma County Adult Education to bring learning opportunities to families.</p>	<p>4</p>



# Priority 3: Parental Involvement and Family Engagement - Met

Seeking Input for Decision-Making	Evidence	Rating
<p><b>Engaging Families:</b> Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.</p>	<p>SSC Meetings ELAC/DELAC Meetings Town Hall meetings Committee Participation</p>	<p>4</p>
<p><b>Family Engagement:</b> Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.</p>	<p>SSC Meetings ELAC/DELAC Meetings Town Hall Meetings Committee Participation Translation and Interpreters Support participation</p>	<p>4</p>
<p><b>Family Input:</b> 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.</p>	<p>YouthTruth Survey Families Invite to serve on committees (i.e., SSC, ELAC, DELAC) Parent Coffees</p>	<p>4</p>
<p><b>Opportunities:</b> 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.</p>	<p>SSC DELAC/ELAC Learning Steering Committee LCAP Town Halls</p>	<p>4</p>

# Priority 6: School Climate - Met

	<p style="text-align: center;"><b>Bellevue Union School District</b> Based on YouthTruth Survey</p>
<p><b>Data:</b> Key Learnings/Foci</p>	<ul style="list-style-type: none"> <li>● Enhance engagement opportunities for students</li> <li>● Social Emotional Wellness/Relationships</li> <li>● Provide greater academic challenge (rigor)</li> </ul>
<p><b>Meaning:</b> Areas of strength or growth, challenges, and barriers</p>	<p><b>Strengths</b> - Parents comfortable going to teachers and admin; welcoming campus; communication</p> <p><b>Challenges:</b> Parent accessibility to site due to COVID restrictions; Look at Board Policy to allow parents to volunteer in the classroom more easily; Previously no Social Emotional Learning (SEL) curriculum; Need stronger curriculum for all subject areas</p> <p><b>Barriers:</b> Parent fear of being fingerprinted; language barrier; inadequate computer skills to support learning at home; Limited time to address all areas</p>
<p><b>Use:</b> Revisions, decisions, or actions to implement as a result</p>	<ul style="list-style-type: none"> <li>● Look at Board Policy for volunteering (make fingerprinting and TB testing more accessible)</li> <li>● Expand adult education opportunities</li> <li>● VAPA opportunities</li> <li>● Explore different ways to address the site specific challenge areas identified in YouthTruth Survey.</li> </ul>

# Priority 7: Course Access

Grades 1-6	
State Expectations	BUSD Actual
<ul style="list-style-type: none"><li>● English</li><li>● Mathematics</li><li>● Social Sciences</li><li>● Science</li><li>● Visual and Performing Arts</li><li>● Health</li><li>● Physical Education</li><li>● Other studies that may be prescribed by the governing board</li></ul>	<ul style="list-style-type: none"><li>● English</li><li>● Mathematics</li><li>● Social Sciences</li><li>● Science</li><li>● Visual and Performing Arts</li><li>● Health</li><li>● Physical Education</li><li>● Other studies that may be prescribed by the governing board</li></ul>

## Next Steps

This information will be reported on the LCAP and online to the California School Dashboard.

TBD: Public refresh on CA Data Dashboard of updated State and Local Indicators.