

Newman-Crows Landing Unified School District
California Dashboard Local Performance Indicators

Fall 2022

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.



STUDENTS • PARENTS • EDUCATORS • COMMUNITY

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

- Number/percentage of misassignments of teachers of ELs, 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**

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

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

Professional Development

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

Instructional Materials

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.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

Policy & Program Support

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).

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

Implementation of Standards

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

Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts			X		
World Language			X		

Engagement of School Leadership

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).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	
Providing support for teachers on the standards they have not yet mastered				X	

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to stakeholders and the public through the Dashboard.

Practices	Rating Scale Number
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.	Full Implementation
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	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.	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.	Full implementation and sustainability

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve engagement of underrepresented families

Developing relationships with our families and the community is a priority for NCLUSD. We provide a variety of ways for families and school staff to communicate and build relationships such as 2nd Cup of Coffee at all sites, parent-teacher conferences, evening workshops, back-to-school nights, and open houses. Each site also sponsors events throughout the school year such as Fall Carnivals, Winter Programs, Movie Nights, Family Engagement Nights, and more. We reached out daily through Parent Square and kept our website updated with the latest developments. We began a district Facebook/Instagram page which has allowed us another avenue to share and communicate with families and the community. An area of focus would be to ensure all families feel respected and heard in our school community. We have hired two Parent Liaisons and will be developing systems to ensure we are available and supportive to our families.

Practices	Rating Scale Number
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.	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.	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.	Full implementation
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.	Full implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

NCLUSD has prioritized student, staff, family, and community relationships for several years. We understand that relationships and trust are the foundation that we build upon to support student success in school and after graduation. Each site holds monthly parent information sessions with a variety of topics covered. We use the website, Parent Square to communicate with families at the class, site, and district levels. We continue to make home visits to support At-Risk students who have attendance issues. We hired additional Mental Health Clinicians to support students and families. We found that the need has increased as we have returned from school closures. An area of improvement would be coordinating the services we do provide in the district with services outside the district. We are working with county behavioral health to improve coordination and communication. We have added two Parent Liaisons to support and improve the engagement of underrepresented families.

Practices	Rating Scale Number
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.	Full implementation and sustainability
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	Full implementation and sustainability
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.	Full implementation and sustainability
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.	Full implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

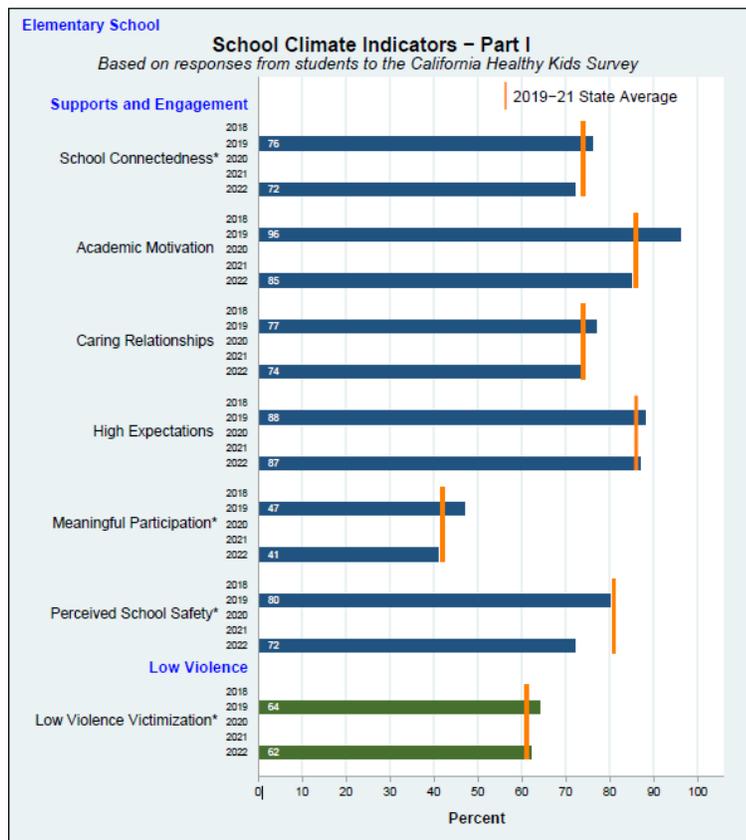
NCLUSD has several advisory groups, DELAC, ELAC, LCAP Stakeholder Team, and Site Council, along with parent and booster organizations at the site level. We recruit and engage families through social media, district and site websites, Class Dojo, and Parent Square (digital communication tool), and mailers. We also make phone calls to parents to remind them of upcoming meetings and topics. Our goal is to encourage parent participation in advisory groups. We have also visited our local Health and Human Services Family Resource Center to meet with parent groups to inform them of the ways they can engage and provide input regarding policies and decision-making at the site and district levels. We also video our school board meetings and post them on our website so that they are available for all families to view. We have staff on all of our advisory committees who are trained by the site administrators on their roles. An area of improvement would be working with families on exercising their legal rights and advocating for their own students. We encourage all parents to advocate for their own children and do not keep parents from exercising their legal rights and we will continue to discuss this at district and site levels. As stated above, we will be hiring a bilingual Parent Liaison to support outreach to all families, but especially to our underrepresented families.

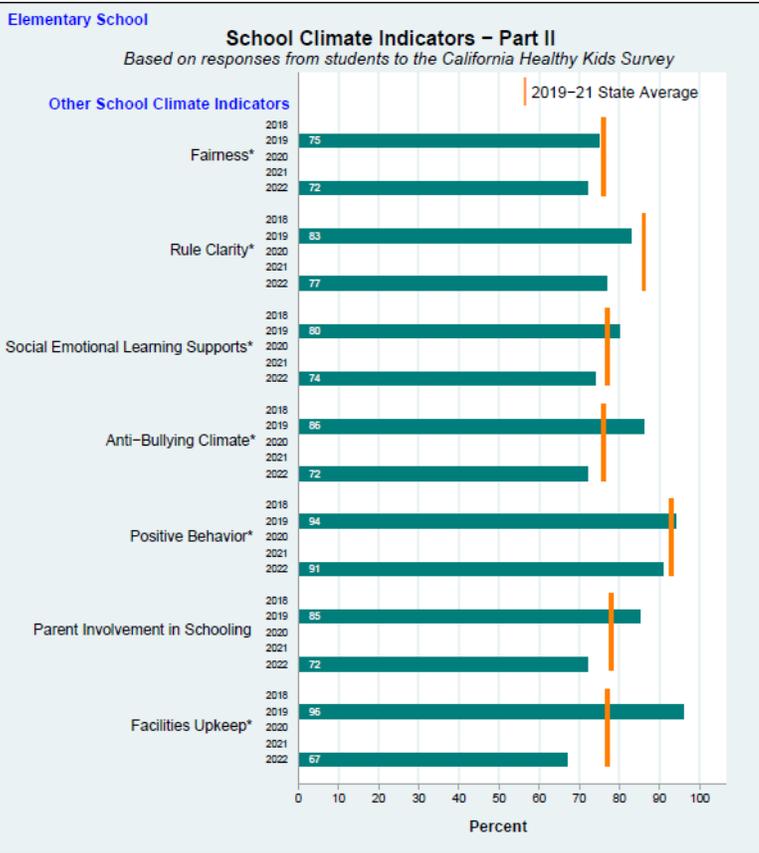
Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

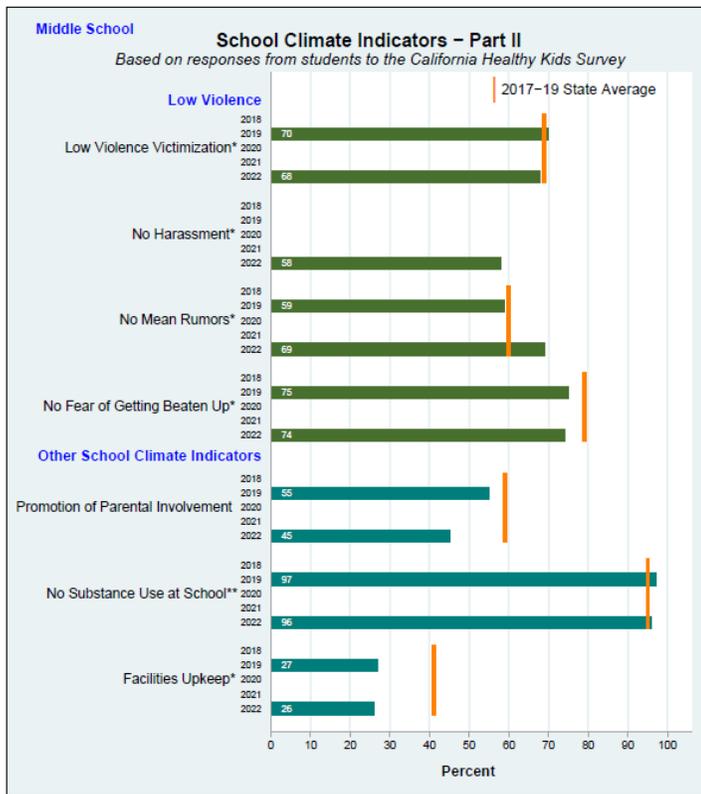
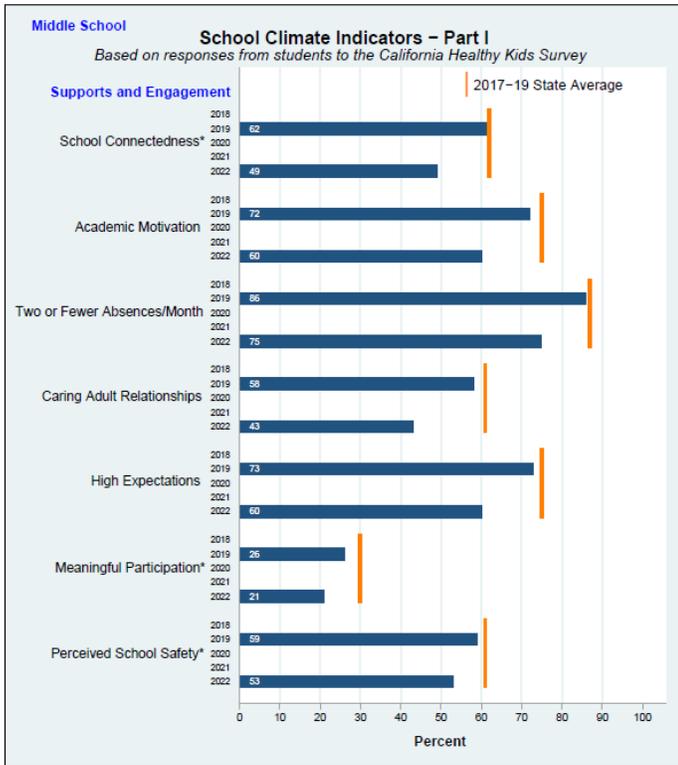
LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

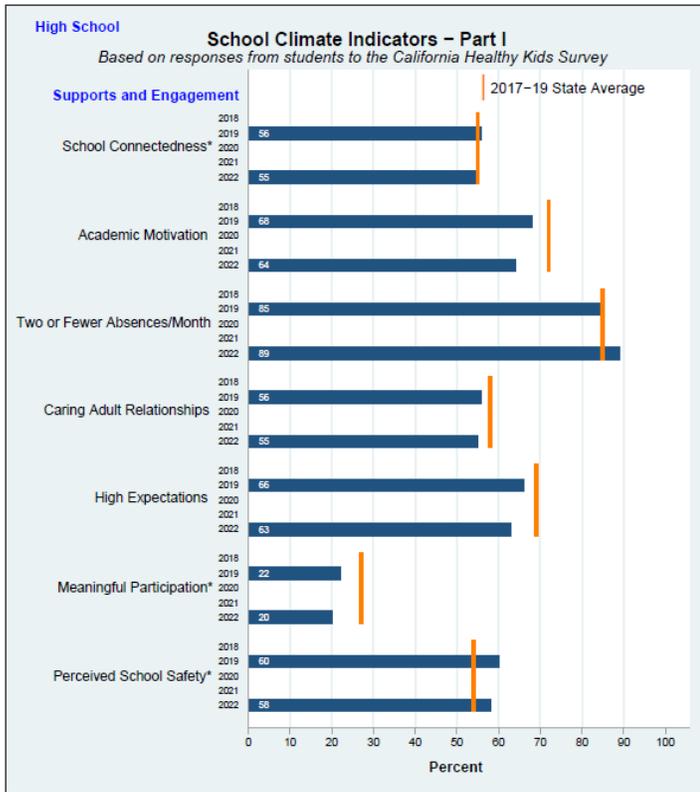
The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.



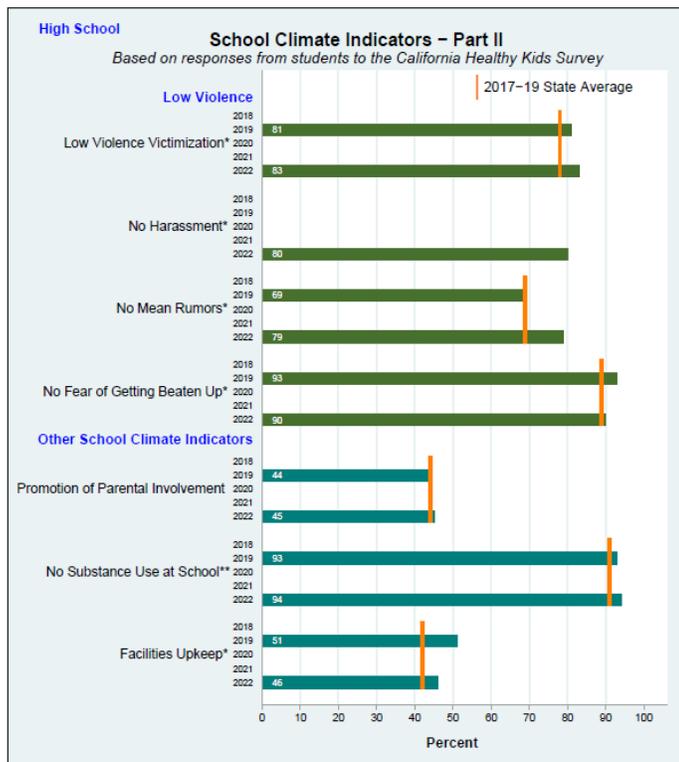


Note: *Applicable to the In-school or Hybrid instructional models only (2021).





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NCLUSD students in 5th-12th grades participated in the Healthy Kids Survey in the spring of 2022. The data charts above are derived from the Elementary School Climate Report, Middle School Climate Report, and High School Climate Report. Based on this Data School Connectedness declines as we move through the grade levels. Caring Adult Relationships are strong in elementary but drop in middle school. They improve slightly in high school. We will continue to review and provide support at the secondary level to improve school connectedness. We have added an AVID course at Yolo and OHS and have also added Link Crew at the high school. 53% of middle school students and 58% of high school students perceive schools as safe. This would be another area for improvement. We have added digital bathroom passes, additional campus supervisors and will continue to work closely with our School Resource Officer to ensure safe school campuses. At the elementary 72% of students believe that there is an anti-bullying environment. At the secondary level, 74% of students at Yolo have No Fear of Getting Beaten Up and 90% of high school students have No Fear of Getting Beaten Up. This is a positive trend in the area of school safety but we will continue to support site Anti-bullying initiatives. We will continue to provide a counselor at each elementary site and will be adding a second counselor to the middle school and a fourth counselor to the high school. We also will continue with three mental health clinicians to support students across the district.

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Newman-Crows Landing Unified School Districts uses the following to measure and track the extent to which students have access to and are enrolled in, a broad course of study: • Site Master Schedules • District's student information system • Student Access to Board Approved Instructional Materials • Student Access to PE Instruction • Student Access to Art Instruction • In grades 6-12, course catalogs that offer A-G, Physical Education, Visual and Performing Arts, Career and Tech Ed Pathways • Data from district and site walkthroughs A review of site master schedules and course schedules provides information on enrollment based on grade spans, unduplicated students and students with exceptional needs. For the 2021-22 school year, 100% of students in the Newman-Crows Landing Unified School District had full access to a broad course of study. Elementary sites develop master schedules that take into account the needs of all students and address the needs of our unduplicated student groups with scheduled intervention and English Language Development time. Teachers submit weekly schedules to site administrators at the elementary level. The Middle School schedule ensures students are scheduled in core academic subjects with scheduled intervention time in math and ELA during the school day for identified students. Students have access to elective courses that support music, visual and performing arts, journalism, GATE, and Leadership. The high school schedule also ensures students are scheduled in core academic subjects with scheduled intervention time in math and ELA during the school day for identified students. Students have access to elective courses that support music, visual and performing arts, journalism, GATE, and Leadership.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

100% of students in NCLUSD have access to a broad course study and there is no difference across school sites or student groups as far as access is concerned. Students in grades 1-6 have access to all seven areas of a broad course of study. (1) English Language Arts (2) Mathematics (3) Social sciences (4) Science (5) Visual and performing arts, 6) Health (7) Physical education 200 minutes each 10 school days. Students have access to some courses such as Physical Education and Visual and Performing Arts during and after the school day. Afterschool Programs (ASP) offers an extension of courses. For example, students in 3rd-5th grade are able to participate in band, visual, and performing arts activities in ASP. All secondary students have access to a broad course of study including A-G courses, electives, and Career and Tech Education Pathways. NCLUSD continues to increase the offerings and opportunities for

secondary students. In the 21-22 school year, we will be offering multiple opportunities for students before and after school for intervention, social-emotional support, homework support, tutoring, and physical activities.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

A barrier that we face as a small rural district with one middle and one high school is that we cannot always offer the diversity of courses that many larger high schools offer. We are working to provide students with an increased number of online opportunities that can provide students access to more courses. We are also working on partnerships with our local community colleges. Again, due to our distance from local community colleges, this can be a barrier. At elementary, a lack of time during the school day can be a barrier. Site administrators work with teachers to develop site and class schedules that support access to a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

NCLUSD will continue to monitor student enrollment in a broad course of study and make decisions and offerings using LCAP Supplemental and Concentration Grant Funds. We will use data and master schedules to determine present and future needs.

