

# Reporting Requirements for Local Metrics

## District requirements:



1. **Must complete one of the options for each metric.**
2. **Must report to the Local Governing Board at a regularly scheduled public meeting**
3. **Must upload the information to the Dashboard**

**Local Metrics are only reported at the District level, not the school level.**

Instead of **Status** and **Change**, Local Metrics are self determined as **Met**, **Not Met**, or **Not Met for Two or More Years**---these are process rather than status measures

*“LEAs determine whether they have (**Met**, **Not Met**, or **Not Met for Two or More Years**) for each applicable local performance indicator. LEAs make this determination by using the options or self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.”*

# Local Metrics for the California School Dashboard

- Priority 1: Basic Services
- Priority 2: Implementation of State Standards
- Priority 3: Parent Engagement
- Priority 6: Local Climate Survey
- Priority 7: Access to a Broad Course of Study



# Priority 1: Basic Services **MET**



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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of EL's, total teacher misassignments, and vacant teacher positions: **Three (2 at SMG and 1 at Britton missassigned as reported in School Accountability Report Cards)**
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **Zero, Annual William's Audit**
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **ZERO, Annual William's Audit**

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC) which are reported to the Governing Board each year. The Governing Board also receives quarterly updates and an annual audit conducted by the County Office of Education for William's Settlement compliance.

# **Priority 2--Implementation of Standards**

## **MET--by narrative option with local survey**



**The Morgan Hill Unified School District uses a locally created adoption tracker to establish a timeline of implementation activities. The tool begins with standards and framework reviews; establishing an early implementer team for in depth framework study focusing on the selection and evaluation of materials; reviewing SBE approved programs; selecting and piloting programs; conducting comparison studies to inform program selection; involving stakeholders in program examinations; conducting professional development; and identifying site leads to serve as implementation experts who can provide ongoing coaching support.**

**Implementation monitoring is supported with administrative observations, peer to peer observations, and more formalized instructional rounds. Monitoring of student and educator access to online resources is providing an additional level of monitoring. MHUSD also conducts Professional Development and Implementation Status surveys of our instructional staff. Survey results indicate that we are on track with core implementations and are reported in the Goal 1 metric grid of our Local Control Accountability Plan**

# Priority 2--Implementation of Standards (cont)

2018-19 survey scores in red

Rubric Score	Core Discipline	Description
3.9 to <b>4.2</b>	Mathematics	Implemented Fall 2016, K-5 Pearson Investigations, 6-12 CPM
3.2 to <b>3.7</b>	ELA/ELD	Implemented Fall 2017, K-5 McGraw Wonders, 6-12 McGraw StudySync
1.5 to <b>2.7</b>	Social Science	Have implemented Pearson MyWorld at k-5 and 9-12, and TCI at grades 6-8
2.1 to <b>2.4</b>	NGSS	Have viewed and are piloting materials in all grades, K-5 has adopted TWIG science with middle and high schools continuing to pilot materials in the fall of 2019-20
5: Fully Implemented and sustainable	Health Ed	Implemented Red Cross Positive Prevention Plus curriculum (Gr 7 & 9)
4: Fully Implemented	Physical Ed	Current courses aligned to state framework; updated for CPR/AED (gr. 9)
3: Beginning Implementation	Visual & Performing Arts	Comprehensive program with renewal of VAPA plan 2017-18 with initial implementation during the 2018-19 school year.
2: Initial Implementation	World Languages	Implemented Fall 2016: Vista Education World Language Program for grades 6-12
1: Explore and research	Career Technical Ed	Continuing alignment of CTE pathways with Core Curriculum

# Priority 3--Parent Engagement

## MET--by option 2 Local Measures



The Morgan Hill Unified School district values parental participation and meaningful partnering opportunities to assist student learning. To help measure parental participation, the district is monitoring several metrics including: parent participation in advisory committee decision making groups (all schools have active ELAC and School Site Councils); parent log-on rates to our student information system to monitor attendance and grades (currently 67.4% up from 66.7% last year); rates of successful mass messaging through both email (currently 96 % up from 93%), and phone (currently 82, down from 87%) ; numbers of parent volunteers (currently 2471 up from 1964); and numbers of parents who annually complete the parent education class Project to Inspire (currently 18 up from 16 with local parent graduates ready to lead future sessions).

Additionally, parents are surveyed regarding a number of topics including these key questions which parents rank high to low on a five point scale. The questions include: our school seeks input and encourages parental participation in decision making (4 up from 3.9); our school promotes parental participation in programs (4.0 for two consecutive years ); and as parents we feel like valued partners in our child's education (3.88 up from 3.83). These metrics help to inform the actions in our Local Control Accountability Plan which now includes an updated Family Engagement Plan. Plan highlights for 2018-19 include: convening a district wide School Site Council and ELAC congress to train and work collaboratively on the new SPSA templates and alignment of strategic plans; and conducting tiered parent training from accessing the student information system parent portal to monitor their children up to the Tier 3 Parent Project to provide intensive parenting support.

All metrics are monitored in our LCAP as can be seen in the annual report under goal area 2

# Priority 6--School Climate

## MET--by Local Survey Tools



Morgan Hill Unified School District surveys students across all grade bands for their perceptions of school climate using a local survey tool with key questions regarding school safety and connectedness. Every other year, we also administer the California Healthy Kids Survey and the project Project Cornerstone Asset survey to secondary students(2018-19 was an off year for these surveys). Local survey results can be seen in the LCAP annual report under goal area 3 with key question results below:

This year's survey results showed a slight improvement in feelings of being safe at school and at home

Key Student Survey ?'s (Local climate survey) I feel safe at school	Four point scales by grades K-2 to 3-5 to 6-8 to 9-12 3.25 3.27 3.01 3.03	Four point scales by grades K-2 to 3-5 to 6-8 to 9-12 3.37 3.31 2.99 3.12
Key Student Survey ?'s I feel safe at home	K-2 to 3-5 to 6-8 to 9-12 3.79, 3.73, 3.72, 3.49	K-2 to 3-5 to 6-8 to 9-12 3.53, 3.77, 3.74, 3.63



Two year survey results by grade band for safety related questions show an improvement in feeling safe at both home and school.

Two year results show a slight down-tick in connection to school.



Key Student Survey ?'s Have a staff connection	K-2 to 3-5 to 6-8 to 9-12 3.55, 3.35, 2.96, 2.86	K-2 to 3-5 to 6-8 to 9-12 3.43, 3.39, 2.92, 2.79
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# Priority 7--Access to a Broad Course of Study: MET--by Narrative Response



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: Enrollment is open and heterogeneous. Courses of choice such as elective courses are monitored by enrollment demographics. K-8 class segregation does occur in special day classes and is reviewed annually by IEP teams for individual appropriateness. Special Education Program Indicators also monitor inclusion opportunities.
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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study: Courses are aligned to A-G graduation requirements and are open enrollment. Advanced placement is also offered and work with Equal Opportunities Schools has placed the district in the top few percent of schools nationwide for closely correlating enrollment in advanced placement courses and overall school enrollment. Special Education Program Indicators demonstrate opportunities for growth in inclusion opportunities for students with disabilities.
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: Prerequisite and need for recommendation as a condition of enrollment have been eliminated. The remaining barrier is student choice. We conduct purposeful outreach and provide academic support to encourage all students to take at least one AP course during High School. Professional development is needed to support inclusion opportunities for students with disabilities.
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?: Purposeful outreach and academic supports are used to encourage all students to take a challenging course of study. Universal administration of the PSAT to all 8th and 10th graders helps inform early identification of student needs and build a college ready mindset to keep student options open. PD is focusing on Universal Design for Learning pedagogy as part of our Multi-Tiered System of Support implementation to support all students in inclusive classroom environments.