

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Board Meeting of August 13, 2024

**ITEM: CALIFORNIA SCHOOL DASHBOARD LOCAL INDICATOR 1,
APPROPRIATELY ASSIGNED TEACHERS FOR 2022-2023
SCHOOL YEAR**

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TYPE OF ITEM: STAFF REPORT

PURPOSE:

The purpose of this item is for the Board of Education to receive the report on the District’s progress in meeting the California School Dashboard Local Indicator 1, Appropriately Assigned Teachers for the 2022-23 School Year.

BACKGROUND INFORMATION:

At the June 18th, 2024 Board meeting, the local indicators for the 2022-23 school year were reported to the board and community as required by the state. Unfortunately, at that time, the state data for local indicator 1, Appropriately Assigned Teachers was not available to report. Now that the data has been reported by the state, we are reporting it to the board and community at the first board meeting of the school year as required by the state.

Below is the table that shows the Appropriately Assigned Teachers data for Albany Unified School District that is a part of the Local Indicator 1. Also included is the comparison data for Alameda County as well as the state.

2022-23 Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE)

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
AUSD	179.5	90.5%	1.3%	1.7%	4.8%	1.8%	0%	0%
Alameda County	9,343.2	80.6%	2.0%	1.6%	10.9%	4.2%	.6%	.1%
Statewide	245,801.8	85.1%	2.9%	1.8%	4.9%	4.9%	.3%	.2%

DETAILS:

California's accountability system reports progress and performance using several state and local indicators. The California School Dashboard includes eleven indicators of school and district success; five of the indicators are measured at the local level. Districts are required to assess their progress in each of the local indicators annually and assign one of three ratings (Met, Not Met, or Not Met for Two or More Years).

Ratings: A district will receive a rating of "Met" if:

1. Progress is measured annually.
2. Results are reported at a regularly scheduled meeting of the local governing board.
3. Results are reported to stakeholders through the California School Dashboard.

*AUSD is on target to receive "Met" on all five (5) of the local indicators.

Priority Areas: The local indicators address the following state priority areas:

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

- The 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; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

- The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

- 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 SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

- The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

- The LEA annually measures its 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 (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

STRATEGIC GOALS ADDRESSED:



***Objective #3:** Communicate and Lead Together. **Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: RECEIVE THE STAFF REPORT ON CALIFORNIA SCHOOL DASHBOARD LOCAL INDICATOR 1, APPROPRIATELY ASSIGNED TEACHERS FOR 2022-2023 SCHOOL YEAR