Annual Update
of
Hart District's
Local Indicators

California School
DASHBOARD

Appropriately Assigned Teachers, Access to Curriculum-Aligned Materials, and Safe, Clean and Functional School Facilities

- *Appropriately Assigned Teachers*
  - Number of misassignments of teachers of English Learners: 3
  - Total Teacher Misassignments: 5
  - Vacant Teacher Positions: 5

- *Access to Curriculum-Aligned Materials*
  - All students had access to instructional materials for both home and class

- *Safe, Clean and Functional School Facilities*
  - The annual *School Facilities Conditions Evaluation* scored 28 items as below "Good"
  - All 28 items have been addressed and corrected

Implementation of State Academic Standards

- *The Process*

- *The Rating Scale*
    - 1 – Exploration and Research Phase
    - 2 – Beginning Development
    - 3 – Initial Implementation
    - 4 – Full Implementation
    - 5 – Full Implementation and Sustainability

- *The 5 Statements for Self-Reflection*

The District's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks

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

The District's 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

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

The District's 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

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

The District's progress implementing each of the following academic standards adopted by the state board for all students

	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	

During the 2021 - 22 school year (including summer 2021), rate the District's success at engaging in the following activities with teachers and school administrators.

	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 Engagement

- *The Process*

- *The Rating Scale*
    - 1 – Exploration and Research Phase
    - 2 – Beginning Development
    - 3 – Initial Implementation
    - 4 – Full Implementation
    - 5 – Full Implementation and Sustainability

- *The 3 Sections for Self-Reflection*

Building Relationships between School Staff and Families

- **Rate the District's progress in creating welcoming environments for all families in the community**
    - *Rating: 4*

- **Rate the District's progress in supporting staff to learn about each family's strengths, cultures, language and goals for their children**
    - *Rating: 2*

Recommendations

> Send Emails to families in the family's home language

Building Partnerships for Student Outcomes

- **Rate the District's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families**
  - *Rating: 4*

- **Rate the District'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**
  - *Rating: 2*

Recommendations

> Continue using Zoom meetings as an option

Seeking Input for Decision-making

- **Rate the District's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision making**
  - *Rating: 4*

- **Rate the District'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**
  - *Rating: 4*

Recommendations

> Expand the use of Facebook live, Zoom, etc., at school meetings

> Send Emails to families in the family's home language

Local Climate Survey

Provide a valid measure of student perceptions of school safety and connectedness

The Survey Participants

- 2,591 8th grade students completed the survey, which is 85% of the 8th grade class

- 2,607 10th grade students completed the survey, which is 73% of the 10th grade class

The Survey Results

	Student Perception of School Safety	
	8th Grade	10th Grade
If I did not feel safe at my school I would tell and adult	61%	63%
At my school, there is a teacher or other adult who I believe cares about my well-being and success	87%	74%
If a student tells an adult on campus that someone is bullying the adult will do something to help (yes/I don't know)	92%	91%

	Student Perception of Their Connectedness to School	
I feel close to other students at this school	76%	64%
This school year I participated in school sponsored events/activities	62%	76%
I am glad to be back on a school campus for in person learning (moderately/very/extremely)	86%	82%

Access to a Broad Course of Study

For the 2021-22 school year, the data reviewed showed that the vast majority of Hart District students had full access to a broad course of studies as defined by California Education Code 51210 and 51210(a) – (i). There was a reduction in enrollment in AP and Honors courses, but the reduction was not group specific. Additionally, full implementation of Integrated and Designated ELD is district wide. English Learners in high school were enrolled in grade-level appropriate classes and had access to the same content and course work as their peers.