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# THE MISSION PREPARATORY SCHOOL

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every child, every minute, every day

## 2023 Local Indicators Report

### Self-Reflection Tools

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

Metric	Data as reported on the 2021-22 SARC (published in 2023)
Number/percentage of misassignments of teachers of ELs	10/58.8%
Total teacher misassignments	10
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	0/0%
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). The data reported here should match the data reported in the 2021 SARC.

## **Implementation of State Academic Standards (LCFF Priority 2)**

### **Recently Adopted Academic Standards and/or Curriculum Frameworks**

- 1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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		

- 2. Rate the LEA’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.**

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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		

3. Rate the LEA'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 identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

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	

#### Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

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

#### Support for Teachers and Administrators

5. Rate the LEA's 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).

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	

## ***Parental Involvement and Family Engagement (LCFF Priority 3)***

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation

## 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### **Sections of the Self-Reflection Tool**

#### **Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
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.	4

**Required Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Relationships between teachers and parents are critical to our work. Mission Preparatory School actively builds meaningful, authentic relationships and proactively communicates with parents, which develops a strong, positive school environment and helps to prevent challenges. Virtual talks with the Executive Director have been held all year. Our family engagement committee has met the second Tuesday of every month and we have held a state of the union address each quarter. Additionally six LCAP meetings have been held both online and in-person. We have hosted four parenting classes as well and provided meal boxes for families to address food scarcity in our community. We have been able to have parents join classrooms for field trips again this year and we have many parents volunteering in classrooms and for school events. Parents came and participated as Mystery Readers during Read Across America Week where they read books in other languages or books about their cultural traditions. Families enjoyed sharing their culture through literature.

2. Based on the analysis of educational partner input and local data, briefly

describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Mission Preparatory School has very strong relationships between school staff and families. In terms of areas for improvement, we will continue to focus on providing more welcoming opportunities post-COVID protocols. We have planned for a 75% increase in the activities for 23-24, including a combination of academic and cultural events.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

In order to improve engagement of underrepresented families, Mission Preparatory School staff will prioritize parent advocacy and outreach. As part of the Community Schools grant, we sent parents to the national conference to bring back learnings, and we surveyed parents on their ideas for what a community school looks like. In response to feedback, we have taken several steps to improve engagement of underrepresented families. We have an EL Parent Coordinator for the first time this year. We added awards specifically for our English learners who reclassify. We added cultural events for Black History and the AAPI community to bring more cultural awareness and sense of belonging to our school community. We will continue to seek and respond to feedback as we seek to engage all of our families.

## **Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability



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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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.	5
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.	3

**Required Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Mission Preparatory School has developed multiple practices that foster partnerships between families and staff in support of student growth. We have also been able to connect with organizations in the community to offer additional support for parents. Our Community and Extended Learning Time Liaison conducts family outreach and supports families with information and support completing applications for after school and summer programs. We also share school-based, standardized, and state assessment data as part of individual student progress discussions with parents at parent-teacher conferences. We held three parent-teacher conference events in 2022-23, and all had over 90% attendance.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In terms of building partnerships for student outcomes, Mission Preparatory School will continue to focus on providing learning and engagement

opportunities, information, and resources for our families in support of the school-family partnership for student outcomes. In 2022-23 we held family nights devoted to English Language Arts, Math, and Science, plus a Literacy day and a variety of cultural events. We supported families through family orientation. We held a Step Up Ceremony celebrating student success and introducing the focus for summer studies. We also offer our parents the option of afterschool and summer opportunities for our students.

We are using technology and iReady to track student progress through the summer. Parents get a weekly report through the summer that shows student progress. We also provide 1:1 math tutoring with Step Up for any student 2 or more levels below grade level in math.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Mission Preparatory School plans to improve communication with underrepresented families by continuing to strengthen its outreach by increasing the amount of information we provide, expanding the way in which we communicate, and adding staff to conduct outreach. In addition to our messaging systems which are provided in parents' preferred language, we are using more flyers and conversations at car lines and during drop off and pick up. Some parents, even with translation, may struggle to understand the messages, so these in-person opportunities help. We also added a Community Liaison (for a total of two) to our staff to support our parents.

### **Section 3: Seeking Input for Decision-Making**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 – Exploration and Research
- 2 – Beginning Development
- 3 – Initial Implementation
- 4 – Full Implementation
- 5 – Full Implementation and Sustainability

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.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	3
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.	4

**Required Seeking Input for Decision-Making Dashboard Narrative Boxes  
(Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Mission Preparatory School values family input into decision-making about policies, programs, and events. Each year, parent representatives are elected to our School Board and we have parent representation on our School Site Council. We also administer a family survey each Spring to solicit feedback from families. There is a high level of parent participation in these events and many parents are vocal about their preferences.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Mission Preparatory School is a small charter school, and as such does not have many formal advisory councils or systems in place. There are many informal opportunities for parents to provide feedback before and after school events, during pick up and drop off, or through response to email

communication from the school. We will continue to focus on building out our advisory groups and committees. We are working with Innovate Education to provide professional development for parent advocacy. The school supported parents to attend the national Community Schools conference. There they received information and resources on engagement and advocacy. We added two more parent/caregiver positions on our Board for a total of 4. We will add a student council position as advisory on our Board for 23-24.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

To meet the needs of parents who are not as vocal, we will prioritize providing many and varied opportunities for engagement. We have held our meetings at differing times and via Zoom as well as in person. We have increased advertising of engagement opportunities. We have also applied some practices gleaned from our work with Innovate, including leading small discussion groups, "Listen and Learn" opportunities, with some led by parents. Our Family Engagement Committee had 12 meetings in 2022-23, with half online and half in person, and six specific to LCAP engagement. We plan to continue these engagement efforts.

## ***School Climate (LCFF Priority 6)***

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey, which is to be conducted at least every other year, that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

According to survey results, 79% of K-2 students, 67% of 3rd-5th grade students, and 55% of 6th through 8th grade students feel safe at school. Additionally, 99% of K-2 students, 84% of 3rd-5th graders, and 71% of 6th through 8th grade students feel connected to their teacher.

2. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Mission Preparatory School is committed to providing a high level of social emotional and mental health support for students. This year the school has provided 3.5 full time counselors to address student needs. The school is also creating more opportunities for student voice and opportunities for autonomy in order to create critical thinkers who can be changemakers in their communities.

School culture successes can also be attributed to an intensive focus on implementation of restorative justice practices in classrooms and on a school-wide basis. Through our partnership with The New Teacher Project (TNTP), the school is in the second year of restorative practices implementation as it relates to school culture. The school plans to shift the anti-racist pedagogy professional development sessions to begin to think about how this pertains to differentiating instructional strategies and content as well. Differentiation must meet student needs while not lowering expectations, and student needs must be addressed in a whole child manner. These shifts will be the focus of the TNTP professional development work next year.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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)

Mission Preparatory School utilizes teacher credentials, classroom schedules, and master schedules to ensure all students have access to and are enrolled in a broad course of study. All students receive access to the core subjects (Math, ELA, Science, and Social Studies), as well as instruction in Visual and Performing Arts and Physical Education. This coursework is provided to all students including students in unduplicated groups and individuals with exceptional needs. Supports are put in place if necessary for students with exceptional needs to participate.

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)

Mission Preparatory School offers a rigorous academic program that serves a diverse student body. All students receive instruction in English, Science, Social Science, Math, Physical Education, and Visual and Performing Arts.

We expanded this year to include dance and music TK-8. We added Kinesthetic and Health classes for 3-8th. We leveraged community partnerships to utilize facilities and expand our capacity to offer arts and movement options—We're utilizing the local Boys and Girls Club gym as an art, PE and dance space.

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)

Mission Preparatory School is a small charter school focused on supporting generations of young adults who are inspired and prepared to take meaningful action that positively transforms their lives and their communities. Due to staffing and physical space constraints, we cannot expand our course offerings any further.

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)

Mission Preparatory School will continue to incorporate a broad course of study into the regular school day and seek opportunities to provide our students with enrichment opportunities in other areas of study.