

MEMORANDUM

DATE: June 12, 2023
TO: Board of Directors
FROM: Sabrina Bow
SUBJECT: Local Indicator Report

LCFF PRIORITY 1: Appropriately Assigned Teachers, Access to Curriculum- Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

- These results will be published in alignment with the 2021-22 SARC .

LCFF Priority 2: Implementation of State Academic Standards

- A. Rate the LEA's progress in providing **professional learning** for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.
- B. 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.
- C. 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).

Academic Standards	(A) Professional Learning	(B) Instructional Materials	(C) Policies and Programs
ELA – Common Core State Standards for ELA	4	4	4
ELD (Aligned to ELA Standards)	4	5	4
Mathematics – Common Core State Standards for Mathematics	3	3	3
Next Generation Science Standards	4	4	4
History-Social Science	5	5	4

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

Academic Standards	Rating
Career Technical Education	4
Health Education Content Standards	4
Physical Education Model Content Standards	5
Visual and Performing Arts	5
World Language	4

Support for Teachers and Administrators

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).

Activities	Rating
Identifying the professional learning needs of groups of teachers or staff as a whole	5

PRIORITY 2, 3, 6, 7

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

Activities	Rating
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	4

PRIORITY 2, 3, 6, 7

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

LCFF Priority 3: Parental Involvement and Family Engagement

Practices	Rating Scale Number (1-5)
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.	5
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.	4

PRIORITY 2, 3, 6, 7

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

Practices	Rating Scale Number (1-5)
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.	4
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.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	4
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	4
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

PRIORITY 2, 3, 6, 7

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

LCFF Priority 6: School Climate

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.

- **Encore administered the California Healthy Kids Survey in May 2023 and as of this writing the results are still pending. The Survey was administered during instructional time to all grade levels with the exception of parents who opted their students out of the survey. The School will publish the survey results when the information is released, and incorporate the findings into the 2023-24 LCAP.**

LCFF Priority 7: Access to a Broad Course of Study

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study.

- **Together, the Principal and the counselors develop the master schedule, which enables all students to access a broad course of study, including ELD, Advanced Placement, Honors, core courses, and a wide variety of A-G and other electives. All students are assigned to a counselor. Counselors review course schedules to ensure students are on track for graduation. The course catalog is approved periodically by the Encore board. Additionally, as new courses are added, they are submitted to UC Doorways for A-G approval, as applicable.**

PRIORITY 2, 3, 6, 7

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