Board Agenda Item #	IV B- Discussion Item
Date:	May 9, 2019
To:	Magnolia Board of Directors – Stakeholders Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	David Yilmaz, Chief Accountability Officer
RE:	MPS' Progress on Meeting Local Performance Indicators on the CA School Dashboard

Proposed Board Recommendation

Information/Discussion Item. There is no requirement for the board to approve the schools' reports on meeting the local indicators.

Background

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State Board of Education approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services and Conditions (Priority 1)

- Implementation of State Academic Standards (Priority 2)

- Parent Engagement (Priority 3)

- School Climate (Priority 6)

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

Local educational agencies receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data. The ratings are: Met, Not Met, or Not Met for Two or More Years. For example, on the local indicator for Implementing State Academic Standards (Priority 2), the local educational agency would receive a Met rating if it:

- Measures its progress on the local indicator based on locally available information, and

- Reports the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

The following are the questions each LEA responds to in the CA School Dashboard to report their progress.

Basic Services and Conditions (Priority 1)

Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Teacher misassignments

- Student access to instructional material

- Conditions of school facilities

Implementation of State Academic Standards (Priority 2)

The local educational agency is asked to summarize its progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

Parent Engagement (Priority 3)

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

      1. Building Relationships between School Staff and Families

      2. Building Partnerships for Student Outcomes

      3. Seeking Input for Decision-making

School Climate (Priority 6)

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and he public through the California School Dashboard.

The local educational agency is asked to provide a narrative summary of the local administration and analysis of a local climate survey 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).

Access to a Broad Course of Study (Priority 7)

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

For more information on local indicators please refer to: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp

Conclusion

Our school leaders have used the self-reflection tools provided by the CDE to report out their evaluation of the progress the school makes towards meeting the local indicators in the five state priorities. The reports are attached for review of the board and the public before they are submitted to the CDE and made public via the CA School Dashboard. Deadline for submission to the CDE is typically around November. This item will be on the board agenda annually so that our schools can share their progress publicly and meet their local indicators.

<u>Budget Implications</u>

N/A

<u>How Does This Action Relate/Affect/Benefit All MSAs?</u>

To have the local indicator report as a public information item is an LCFF requirement. Added benefit is that schools can share their progress on meeting the local indicators with the public before submitting it to the CDE via the CA School Dashboard.

<u>Name of Staff Originator</u>:

David Yilmaz, Chief Accountability Officer

<u>Exhibits (Attachments)</u>:

- MPS Local Indicators – Fall 2019 (one for each MSA)

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

-   Met
-   Not Met
-   Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

-   **Priority 1:** Basic Services and Conditions
-   **Priority 2:** Implementation of State Academic Standards
-   **Priority 3:** Parent Engagement
-   **Priority 6:** School Climate
-   **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

 Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

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MSA-1 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of edu

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   **3**   4   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2   3   4   5

Health Education Content Standards

1   2   **3**   4   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-1 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-1 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staffs connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC

meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Building Partnerships for Student Outcomes

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

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.**

3

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

3

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.**

3

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 1's new communication system Parent Square keeps parents and staff in constant communications through

multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.

Seeking Input for Decision Making

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

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.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-1 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review school such as LCAP and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

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Annually, MSA-1 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-1 strives to improve our students' perceptions of school safety and connectedness.

In 2019-20, 100% of our students participated in the survey and their responses provided an average approval rating of 75% on the eight topics of the survey, with a rating of 66% on Topic 3 (Safety) and a rating of 56% on Topic 4 (Sense of

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Belonging / School Connectedness).

- Facility-Our new building will allow for more classroom space. Teachers will have their own classrooms and will not have to share space with other teachers.
- Quality of Food- We will have a different food vendor for next year.
- Sports- We are now part of California interscholastic Federation (CIF) Sports League. This will provide more athletic opportunities for our students to participate in sports and apply for scholarships.
- Safety-We are hiring an additional Security guard to monitor the hallways and the outside of the school.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-1 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: **Access to a Broad Course of Study**

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-1 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-1 strives to offer a well-rounded education to our students.

MSA-1 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP English Lit, AP English Lang, AP Stats, AP Computer, AP Bio, AP Spanish Lit, AP Spanish Lang, AP Government, AP US History, AP World History, AP Physics, AP Calculus A and B

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-1 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-1 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

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.

MSA-1 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-1 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-1 will strive to offer additional programs such

as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-1 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-1 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-2 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2 **3** 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1 2 3 **4** 5

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-2 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-2 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-2 builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staffs connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC

meetings, ELAC meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Building Partnerships for Student Outcomes

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

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.**

3

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

3

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.**

3

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 provides resources to support student learning at home through multiple workshops such as parent college, Guiding Good Choices and through feedback given to parents during parent conferences. We have also partnered with CCSA to help equip parents with the knowledge and tools to become an advocate for their students and for their school.

MSA 2's new communication system ParentSquare keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers

between staff and families through its automatic language translation.

Seeking Input for Decision Making

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

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.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-2 holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings and ELAC meetings. During these meetings parents have the opportunity to review school such as LCAP and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

PRIORITY 6
Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

Annually, MSA-2 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-2 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-2 strives to improve our students' perceptions of school safety and connectedness.

The student and parent survey responses expressed concerns which placed a significant emphasis on bullying. To help counterbalance this concern, MSA-2 launched a schoolwide PBIS (Positive Behavioral Interventions and Supports)

program this year in partnership with LACOE. During this program, students have been placed into four houses who compete for positive recognition and team points related to excellent behavior expectations being met, as well as during other team activities. Teachers are also assigned to houses to support and compete for rewards. At the end of the year, the house with the highest points will be going to Universal Studios as a reward for their hard work. Last year, a leadership team comprised of a PBIS Coach as well as the Dean of Students attended three coaching day trainings with LACOE, and additional PBIS Committee members joined in three more days of team training days, which included a Special Education teacher, and a math teacher. The goal of the trainings last year was to prepare for the launch of the PBIS system this year. This year, a parent and school district Board member have joined the team training days for our school with LACOE to support the program implementation. The team branded "Be RAD" as the motto for the schoolwide behavioral expectations which stands for "Be Respectful Attentive and Dependable". This expectation has been reinforced with weekly videos made by the ASB student government elected stakeholders and which are shared with the full students during their PBIS Team time during Advisory and SSR classes each week. Data is compiled related to each house and shared with all students during weekly announcements on the PA system as well as displayed on a bulletin board for all students and parents to view. Students, staff and parents have all expressed positive results thus far related to the decreased incidents of bullying which have occurred as a result of this intervention.

In 2018-19, 97.0% of our students participated in the survey and their responses provided an average approval rating of 75% on the eight topics of the survey, with a rating of 66% on Topic 3 (Safety) and a rating of 56% on Topic 4 (Sense of Belonging / School Connectedness).

Based on student feedback, student facilities posed a concern during the previous academic year which contributed to a decreased sense of belonging and school connectedness. To address this concern, student restrooms were improved this year to include upgraded lock systems in the stalls, seat covers, paper towel dispensers, as well as to renovate some of the stalls which were in disarray. Further, this year, we expanded the athletic facilities which students are able to utilize during our Physical Education program to incorporate more days on the co-location facilities. The goal of these changes is to create an increased sense of connection to the school and belonging. In addition, to help students cope with Social Emotional needs, we hired a full-time psychologist and counselor who helps students cope with issues which are causing them to not feel a sense of belonging.

To support students' concern about a lack of school safety, this year, we implemented a walkie talkie system for a more efficient communication between school administration and supervision staff. Additionally, we placed large banners in front of the school on the Victory Blvd. entrance to school to help block the visibility of the students at the entrance to campus from the outside passers by and increase students' privacy and sense of security. Further, we implemented a monthly K9 search calendar to help increase student safety related to banned substances on campus. Moreover, we submitted a proposal to our MPS Board of Directors which was approved granting us the ability to expand school surveillance cameras to include a video monitoring system inside classrooms in collaboration with LAUSD and LACOE.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-2 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-2 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-2 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-2 strives to offer a well-rounded education to our students.

MSA-2 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP AP United States History, AP English Language & Composition, AP Calculus AB, AP Environmental Science, AP Spanish Language and Culture, AP Studio Art: 2-D Design, AP Computer Science Principles.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-2 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-2 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

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.

MSA-2 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-2 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-2 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-2 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>**Met**</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-2 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-3 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

<div style="border:1px solid black;">

<h2 style="text-align:center;color:#1F6FB5;">PRIORITY 2</h2>

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

</div>

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1   2   3   **4**   5

Health Education Content Standards

1   2   3   **4**   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-3 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-3 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

<div style="border:1px solid black;">
<strong style="color:red;">3
</div>

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

<div style="border:1px solid black;">
<strong style="color:red;">3
</div>

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

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<strong style="color:red;">3
</div>

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

<div style="border:1px solid black;">
<strong style="color:red;">3
</div>

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

<div style="border:1px solid black; color:red;">
MSA 3 is stakeholder driven. We setup several engagement opportunities for feedback and growth to ensure our school community is cohesive and collaborative. We have a variety of events and utilize our website and school messenger to ensure to communicate important updates, successes and any plans for improvement and change. Our demographic is almost equally split between African American and Latino populations. We try to ensure we are inclusive of all genders, races, ethnicities, and cultures. Being 100% inclusive takes time but MSA 3 is 150% invested in making a mark of cohesion at all parts of our schools staff, families and students!
</div>

Building Partnerships for Student Outcomes

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

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.**

3

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

3

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.**

3

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 3 is investing more to improve students test taking skills, along with professional development on classroom management and co-teaching. We also invest in more college counselors to ensure all of our students finish high school and get college acceptances.

We spend a lot of focus on home visits and getting our staff familiar with the students families. Building a bond and a connection of trust is the most effective way to improve engagement. We have a parent college course to help engage our families so they become familiar with their choices when deciding on sending their children to a university.

We have parent champions who volunteer and help recruit other families so they can have a network of support and become familiar with parenting options for their children.

Seeking Input for Decision Making

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

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.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented

Weekly we have a meeting called Coffee with the Admin so parents can stop in and have a meet and greet or voice concerns and recommend new items to make the school more efficient.

We meet monthly for the School Site Campus, ELAC and PTF to give parents multiple avenues of a voice.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

PRIORITY 6
Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

Annually, MSA-3 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-3 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-3 strives to improve our students' perceptions of school safety and connectedness.

Student: 59% Family: 91% Staff: 72%

WRITE HERE YOUR FINDINGS OF STUDENT SURVEY in 2018-19 (HIGHEST, LOWEST AREAS, ... For example;)

In 2018-19, 83.0% of our students participated in the survey and their responses provided an average approval rating of 63% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

WRITE HERE YOUR REFLECTIONS OF THE STUDENT SURVEY FINDINGS, WHAT ACTIONS ARE YOU PLANNING TO IMPLEMENT TO ADDRESS THEM (NEXT STEPS).

We will have a student council and a representative from each grade and they can meet with administrators to discuss items that matter to them to enhance our satisfaction rating.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-3 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-3 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey

students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-3 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-3 strives to offer a well-rounded education to our students.

MSA-3 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school

years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History, AP World, AP Art History, AP Computer Science, AP English Lit.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-3 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-3 had a one-year cohort graduation rate of 100% last year where 75% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

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.

MSA-3 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-3 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-3 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-3 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-3 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of mis-assignments of teachers of English learners, total teacher mis-assignments, and vacant teacher positions: *   3

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *   0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   1

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-4 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1   2   3   **4**   5

Health Education Content Standards

1   2   3   **4**   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-4 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-4 has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3
Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 4 uses our annual survey to measure how we are meeting the needs of our families in this area. We have increased our homevisit rate over last year's rate. These visits provided us with greater insight as to how to support our students and what might be shaping their perspectives around learning. We also utilize Parent College to expose our families to experiences and information that is usually not easily accessible to underserved families. We also take our students and parents on field trips to provide them with greater exposure to the world outside the walls of the school.

For the upcoming school year, we will continue working on increasing parental involvement. We will also continue working to maintain/increase our home visit rates to facilitate stronger community relationships with our families.

Building Partnerships for Student Outcomes

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

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.**

3

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

3

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.**

3

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 4 offers Parent College to our families. This program is designed to support our families as they learn about pathways to college and career readiness. This program also addresses advocacy and informs them of their rights. MSA 4's PACE coordinator also works to engage our school community in advocacy and learning more about our rights. There is also access to information and resources by way of monthly SSC and PTF meetings.

Seeking Input for Decision Making

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

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.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA 4 solicits input from our stakeholders by way of LCAP, Title I, SSC and PTF meetings throughout the school year.

Our goal is to continue working on increasing our parental involvement.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

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Annually, MSA-4 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-4 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-4 strives to improve our students' perceptions of school safety and connectedness.

WHAT DO YOU LIKE BEST ABOUT YOUR SCHOOL? **(GLOWS)**

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Our students feels supported by their teachers and enjoy that we are a small school.

The staff is committed to our students. They also appreciate that they are able to form closer bonds with our students due to our size.

Our families like that we are a small school and that our students are able to get personalized attention and support.

The fact that we are a small school will most likely not change for the upcoming school year, so that will not change for us. The objective is for us to remain focused on building relationships with our students that will support and facilitate a better sense of belonging for all. When there are connections, learning increases. According to Rita Pierson, "Children will not learn from you if they do not like you.

WHAT DO YOU LIKE LEAST ABOUT YOUR SCHOOL? **(GROWS)**

All stakeholder groups expressed concerns around discipline, rules and uniforms. There have been staffing changes made to assist with discipline and ensure that rules are followed and applied with equity.

*In 2018-19, 80.7% of our students participated in the survey and their responses provided an average approval rating of 63% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

We will revisit our policies around classroom management systems and will support our teachers by sending them to PD's on classroom management.

We will revisit our supervision schedule to ensure consistent and adequate coverage.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful

role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-4 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-4 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-4 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-4 strives to offer a well-rounded education to our students.

MSA-4 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish, English, World History and Statistics.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-4 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-4 had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

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.

MSA-4 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-4 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-4 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs,

increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-4 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-4 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-5 conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1   **2**   3   4   5

Health Education Content Standards

1   2   3   **4**   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   **2**   3   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-5 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-5 has also provided PD and supported our teachers on NGSS, History-Social Science, Career and Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

      1.   Building Relationships between School Staff and Families

      2.   Building Partnerships for Student Outcomes

      3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

      1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

            1 – Exploration and Research Phase

            2 – Beginning Development

            3 – Initial Implementation

            4 – Full Implementation

            5 – Full Implementation and Sustainability

      4.   Write a brief response to the prompts following each of the three sections.

      5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

4

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-5 (MSA-5) has continued to implement new strategies to improve building relationships with their stakeholders. They do this by creating many opportunities for stakeholders to be involved with the school. These opportunities are, Coffee with the Admin, Parent Task Force Meetings, Open House/Back to School, Parent/Teacher Conferences, Home Visits, Fundraising Activities, Assemblies to just name a few.

MSA-5 has implemented The Parent and Community Engagement (PACE) program under a coordinator who is serving as an informational resource to parents, students, staff and others concerning school programs, services, attendance issues and other matters; respond to inquiries and provide information concerning related activities as well as encouraging parent participation in various school and community programs and services.

MSA-5 is still focusing on getting more stakeholders, including underrepresented families, to participate in opportunities on and off campus. MSA-5 intends on offering events at different times of the day, continuing our Parent College program, and making home visits to those that have difficulty coming to the school in order to involve our community..

Building Partnerships for Student Outcomes

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

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.**

3

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.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Currently MSA-5 has a six part series called Parent College, which is open to all Stakeholders to attend, that teaches stakeholders on how to have successful outcomes from school. Also MSA-5, has a home visit program where staff go after school to students' homes to meet with parent/guardians to discuss student progress, school updates, and listens to parents questions and comments.

A focus area of improvement is to get more participation from parents and to offer more workshops for stakeholders to attend to be better informed of information pertaining to MSA-5.

Seeking Input for Decision Making

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

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.**

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-5 provides many opportunities for all stakeholders to be a part of the decision making process. MSA-5 has SSC, ELAC, Parent Task Force (PTF), Student Council, Coffee with Admin (Parents), Hot Chocolate with Admin (students) to discuss current and future programs with all stakeholders, review plans, and receive input on what stakeholders would like to see for the school.

A focus area for improvement would be to obtain consistent attendance on behalf of the parents and have more events outside the school grounds to better connect with the community.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

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Annually, MSA-5 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-5 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-5 strives to improve our students' perceptions of school safety and connectedness.

In 2018-19, 99.6% of our students participated in the survey and their responses provided an average approval rating of 72% on the four topics of the survey, with a high rating of 81% on Climate of Support for Academic Learning and our

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lowest rating of 66% on Sense of Belonging / School Connectedness.

We will continue to push to have a high level of participation while implement the same strategies that helped our survey data improve amongst students and work with our students, families, and staff to improve the areas where the data was not as strong as the other topic areas.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-5 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-5 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

<div style="border: 1px solid black; padding: 10px;">

MSA-5 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, Mathematics, Social Sciences, and Science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-5 strives to offer a well-rounded education to our students.

MSA-5 provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

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Text is limited to 3000 characters

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 differenc es 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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELLs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.). In addition, every student has an access to a computer in class in order to utilize instructional softwares such as MyOn, StudySync, ALEKS, Khan Academy, Illuminate etc.

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP Spanish Language and Culture, plusand AP English Language and Composition. Moreover, high school students are assisted to enroll dual enrollment classes through Los Angeles Mission and Pierce Colleges.

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-5 offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

Text is limited to 3000 characters

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.

MSA-5 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-5 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-5 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-5 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-5 provides students with a broad array of courses including core subjects (English, Mathematics, Social Sciences, and Science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-6 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 4 **5**

History-Social Science

1 2 3 4 **5**

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2   3   4   5

Health Education Content Standards

1   2   **3**   4   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts **(we offer this as after school club)**

1   2   **3**   4   5

World Language

1   2   3   4   5

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-6 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-6 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1.   Building Relationships between School Staff and Families

2.   Building Partnerships for Student Outcomes

3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

      1 – Exploration and Research Phase

      2 – Beginning Development

      3 – Initial Implementation

      4 – Full Implementation

      5 – Full Implementation and Sustainability

4.   Write a brief response to the prompts following each of the three sections.

5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Here at Magnolia Science Academy-6, we do our best to build positive relationships with staff members, the families, the students, and any other support members within our community. We have been sending staff member(s) to trainings to help increase positive relationships, particularly the PBIS training that has been offered by Los Angeles County of Education. This was the first year that we attended this training and are planning to continue to implement and develop our PBIS system. Furthermore, we have opened up as many communication lines as possible for our parents and families to contact our school. Beyond our typical email and phone system we have also implemented other technological apps that build bridges between the school and its families. Some of the apps that we use are: Parent square, Class Dojo, Twitter, Facebook and Illuminate (our SIS system). Also, our school website is always up to date to keep all stakeholders posted.

For face to face meetings, we have an open door policy where parents are able to join our School Site Council Meetings (SSC), English Language Advisory Committee (ELAC), our Parent Task Force (PTF) meetings, Title I meetings, and our Coffee with the Principal meetings. All of these face to face meetings occur multiple times (min 4 times for each meeting) throughout the year at various days of the week and at various times of the day in order to help maximize participation from all parent/culture groups. As an added way of building relationships with families, we have fun activities like Back to School BBQ, back to school night, and the Multicultural Food Festival to help bridge the gap between families and the school and orientation meetings in order to meet and greet parents and students before the year begins.

Building Partnerships for Student Outcomes

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

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.**

3

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

3

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.**

3

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-6 feels that building partnerships for student outcomes is an important aspect of achieving higher results. Our teachers are given opportunities to grow professionally with our tuition reimbursement policy. The teachers are encouraged to take advantage of the tuition reimbursement policy in order to help with their own development but also to help with student outcome as well. Some of the professional development opportunities that our teachers have taken are the: CUE conference (for technology), CAHPERD (California Association for Health, Physical Education, Recreation and Dance) conference, administrative degrees, and master degrees in education. As a result from these professional development growth opportunities, teachers become more adept in their content knowledge and teaching pedagogy. This then helps students in class, during after-school tutoring clubs, and even during Saturday school.

Teachers also have the opportunity to build relationships with parents and their child(ren) by enrolling in a course, "Parent College," and going through a curriculum that helps the parents become more familiar with the education sector. The topics that are included in this program are; Common core State standards, high school readiness, college applications, grants, enrollment, statistics, testing, extra-curricular activities...etc. At the end of the curriculum, the parents who attend every session graduate from the Parent College course, where we have a ceremony just like how we do for our culminating 8th graders.

Lastly, per our charter petition, we do "Home Visits" throughout the school year. Every year we try to hit our target of meeting the home visit goal. The goal is visiting min. 25% of our school's population, which is usually around 40 families. This is where we are able to go over to families' home, chat with them, and bond with them to help increase the sense of belonging at our school.

Seeking Input for Decision Making

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

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.**

> **3**

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-6 encourages all families to be a part of the decision making process. Some of the meetings that we have are the SSC meetings, ELAC meetings, PTF meetings, and Coffee with the Principal meetings. Throughout the year, we have at least four of these meetings in order to help create a bond between our families and the school. During these meetings, an agenda is created to hear what the opinions of our stakeholders. Beyond the meetings and since we have an open-door policy, we have parents coming to our school to speak and share their concerns, or praise, about our school.

Lastly, we have a stakeholder survey that we provide twice a year. This is an extensive survey that gives students, parents, and staff members a voice on how the school is doing. The survey looks at many aspects of the school such as, sense of belonging, academics, safety...etc. After the survey has been completed, an analysis of the answers are given to the school administration in order to help improve on things we need to improve on and to recognize and identify some of the successes that we have had as a school. We share the survey results with all stakeholders during staff and parent meetings.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

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Annually, MSA-6 conducts the CORE Districts survey instrument to students in grades 6-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-6 strives to improve our students' perceptions of school safety and connectedness.

In 2018-19, 100% of our students participated in the survey and their responses provided an average approval rating of 70% on the eight topics of the survey, with a rating of 78% on Topic 1 (Climate of Support for Academic Learning) and a

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rating of 63% on Topic 4 (Sense of Belonging / School Connectedness).

Our surveys reflected that students feel the greatest area of need is the improvement of school extra curricular activities and the quality of school food. There is no art and music classes in our regular school hours. However, we offer them as after school clubs. Additionally, students expressed the need for more sport activities (tournaments and games) and more fun projects/homework. Students also mentioned about better meal options for lunch.

In order to address these areas of needs, our school added some fun clubs for our after school program and established some soccer games with our sister school MSA-4. Teachers were informed about assigning more fun projects for their classes and using some online resources like Kahoot and Brain Pop. Regarding the school food, we already informed Schools in Action company to look into various lunch vendors for the best quality and healthy food for 2019-20 school year.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

<u>Met</u>   Not Met   Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-6 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-6 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

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MSA-6 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-6 strives to offer a well-rounded education to our students.

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Text is limited to 3000 characters

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.

<div style="border:1px solid black; color:red">

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students

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have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

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.

MSA-6 provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-6 will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-6 will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-6 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-6 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-7 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

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DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

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Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 4 **5**

History-Social Science

1 2 3 4 **5**

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 **5**

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 **5**

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 **5**

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2 3 **4** 5

Health Education Content Standards

1 2 3 4 **5**

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 **4** 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1 2 3 4 **5**

Identifying the professional learning needs of individual teachers

1 2 3 4 **5**

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-7 ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 88 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-7 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education,and Visual and Performing Arts. Staff members also trained on social emotional learning supports for students.

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PRIORITY 3

Self-Reflection Tool for Priority 3: **Parent Engagement**

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the
California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 – Exploration and Research Phase

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

4

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

5

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-7 has a bilingual School Culture Coordinator. Ths position allows for our school and families to build relationship within our community. MSA-7 has SSC (4 times per year), PTF (8 times per year), and ELAC (4 times per year) committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (facebook, twitter), our monthly bilingual school gazette increases communication. Magnolia-wide we are using the MSA mobile application,Bloomz, for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers.   Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent teacher conferences, Open House, Home visits, Fall Festival, Dr. Seuss Literacy Night and PTF organized Family Social nights help increase the communication with the parents. MSA-7 annually has volunteer appreciation day as well. We are also planning to have a

suggestion box with a bilingual Leave a Message form for anonymous suggestions.

Building Partnerships for Student Outcomes

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

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.**

3

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

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

To increase and help better to the parents, in addition to the meetings shared above, we have Student Success Planning Team Meetings, Unsatisfactory Student Meetings, ELD Coordinator Meetings and IEP meetings with the students and their parents. In these meetings many of the students' personalized needs are disclosed and improvement plans are prepared collaboratively. MSA-7 will have extended parent workshops during the 2019-20 school year for the parents to support their children more and to be able to advocate for their students' needs.

Seeking Input for Decision Making

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

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.**

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.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

We value our stakeholders and are using their feedback to strengthen in the upcoming school year. In addition to the yearly 360 degree Panorama Surveys we ask LCAP planning need assessment surveys to the parents, staff members and to the students. Parents have active decision making roles in the School Site Committee (SSC), in the English Learners Advisory Committee (ELAC) and in the Parent Task Force (PTF) meetings. To increase the efficiency and engagement of being part of these committees we will implement training meetings at the first meetings of these committee meetings next school year.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

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PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

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This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

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Annually, MSA-7 conducts the CORE Districts survey instrument to students in grades 3-5, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-7 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-7 strives to improve our students' perceptions of school safety and connectedness.

GREATEST PROGRESS:

</div>

Student needs addressed more with additional support programs. Staff and Parent overall approval is within the high percentile. Art and STEM collaboration is built in 2018-2019 school year.

GREATEST NEEDS:

Facility improvement (sand, IT, etc.)

Bathroom and cafeteria

Continue developing and training PBIS implementation for all staff

Sports and music programs

Continue refinement and communication of safety procedures

In 2018-19, 99% of our 3rd grade to 5th grade students participated in the survey and their responses provided an average approval rating of 75% on the four topics of the survey, with a rating of 82% on Topic 1 (Climate of Academic support) and a rating of 77 % on Topic 2 (Knowledge and fairness of Discipline), and a rating of 65 % on Topic 3 (Safety) and a rating 76%Topic 4(Sense of belonging),Whereas 89% answered the question positively to the question of "Overall, I am satisfied and would recommend this school to other students."

WRITE HERE YOUR REFLECTIONS OF THE STUDENT SURVEY FINDINGS, WHAT ACTIONS ARE YOU PLANNING TO IMPLEMENT TO ADDRESS THEM AND WHETHER THESE ACTIONS ARE HELPING.

The principal will create a plan and work with the Home Office on improvement of the facilities by the end of June.

 IT issues will be addressed during spring break.

Trainings for staff and assemblies for students on PBIS during summer in-service

Plan for a music program this summer; explore fundraising options in August

Work with the community to increase safety around the campus; communicate safety rules (driving, signs, etc.)   with stakeholders

Our teachers are trained on how to promote growth mindset during the summer training. Our teachers are also trained on implementation of PBIS.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-7 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-7 uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-7 designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and non-core subject areas such PE, Health, and Art are offered aligned with our charter petition and graduation requirements. Our students with disabilities have access to all general education curriculum and programs with RSP support as indicated in their IEPs. As evidenced by the school master schedule, class rosters, student schedules and transcripts, MSA-7 strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and specials as outlined in our charter petition such as Computer, PE/Health, and Life Skills (Character Education).

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to participate in Enrichment Programs based on student needs and interests.

Text is limited to 3000 characters

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.

> MSA-7 provides access to a college and career awareness, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

> MSA-7 will continue to provide access to a college career week to awaken college going culture. In an effort to provide more well-rounded education to our students, MSA-7 will strive to offer additional non core subject programs to bring awareness to college and career readiness health and physical education, diverse arts programs, sports programs, character educations, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-7 will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

> MSA-7 provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-Bell conducts a credential review as part of the teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. This year, the administration worked with county and state offices to ensure teachers are placed appropriately in the classroom by completing necessary paperwork and/or training. Additionally, we review the alignment of instructional materials to state standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans help ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources.

Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. A system is in place to report concerns and repairs if necessary. Daily general cleaning by custodial staff maintains campus cleanliness.

PRIORITY 2

Self-Reflection Tool for Priority 2: Implementation of State Academic Standards

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   4   **5**

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1　2　3　4　5

Health Education Content Standards

1　2　3　**4**　5

Physical Education Model Content Standards

1　2　3　4　**5**

Visual and Performing Arts

1　2　3　4　**5**

World Language

1　2　3　4　**5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1　2　3　**4**　5

Identifying the professional learning needs of individual teachers

1　2　3　**4**　5

Providing support for teachers on the standards they have not yet mastered

1　2　3　**4**　5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA Bell ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.). We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 36 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, supports and intervention for Students with Disabilities, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, SPED, and ELD over the past few years, MSA Bell has also provided PD and supported our teachers on induction, NGSS, History-Social Science, Health Education, Physical Education, Visual and Performing Arts, and World Languages, Socioemotional Development, MTSS, and Personalized Learning.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

     1.   Building Relationships between School Staff and Families

     2.   Building Partnerships for Student Outcomes

     3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

     1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

          1 – Exploration and Research Phase

          2 – Beginning Development

          3 – Initial Implementation

          4 – Full Implementation

          5 – Full Implementation and Sustainability

     4.   Write a brief response to the prompts following each of the three sections.

     5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

5

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

4

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The following has been identified as strength from our families:

1. All survey topics are within the 60th-79th percentile in comparison with CORE District data set
2. Strong learning climate that welcomes students and families
3. Strong school structure (discipline)

As a school, our goal is to continually meet the target goals in this area. Safety is a major priority for our families. Safety through maintaining constant supervision and ensuring the socioemotional development our children has been essential for creating a welcoming environment and learning experience for all stakeholders.

Disruption of student learning by other students is the main theme identified by all stakeholders. Creating a collective

narrative of the mission and vision of the school is essential and provided. The challenge is not every stakeholder is accepting of the expectations. The future engagement and articulation of the mission and vision of our learning community will be an area of focus into the upcoming school year. Professional development in the area of high engaging lessons and creation of behavioral expectation matrices is anticipated to assist in the learning experience for all stakeholders.

Building Partnerships for Student Outcomes

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

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

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The following has been identified as strength from our students:

1. All survey topics are within the 60th-79th percentile in comparison with CORE District data set
2. Safety is the greatest area of growth

Most students do identify friendship as an important aspect of the learning community. Although, relationships are essential especially within the learning community in the middle school age group. This can diminish the academic priorities of our school mission and vision to prepare students to be college and career ready. Emphasizing education and the importance of developing the skills to be competitive in academia will be a continual focus for the 2019-20 school year.

Other items such as Summit Learning Platform, homework, and uniform are areas of accountability that often do not settle well with students. Some of the future initiatives are to empower families to understand the importance of these tools in the goal to make our student college and career ready. Other priorities include developing advance pathways for students to expand the learning experience beyond Advance Math Pathway (AMP), as well as redefining the intervention courses and pathway to utilizing the access of information that is made readily available for all stakeholders.

Seeking Input for Decision Making

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

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA Bell provides various opportunities for parent involvement and education. Involvement is facilitated through avenues such as Parent Task Force (PTF) meetings, School Site Council (SSC) meetings, English Language Advisory Committee (ELAC) meetings, and family workshops with a focus on the whole child development. Furthermore, administration and support staff are visible and approachable. This ensures safety is priority and concerns are addressed in a timely matter.

An area of focus will include empowering families to understand and utilize the various resources that our school has to offer, including maximizing the Online Learning Platform in core courses to help students become college and career ready. Other resources such as online resources, Saturday 4 Success, etc. will be made available through family workshops and training. An effort will be made to help families understand the importance of their partnership in the education of their child.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

Annually, MSA Bell conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA Bell disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA Bell strives to improve our students' perceptions of school safety and connectedness.

GREATEST PROGRESS:

1. Students - Safety 7 percentile point increase and ranks in the 60th-79th percentile compared to others in the CORE District dataset

2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset

3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

GREATEST NEEDS:

1. Students - Sense of Belonging/Connectedness is the least favorable at 67% (60th-79th percentile compared to others in the CORE District dataset)

2. Families - Climate of support for academic learning has a favorable percentage of 96% and ranks in the 60th-79th percentile compared to others in the CORE District dataset

3. Teachers & Staff - Overall school experience has increased by 20 percentile points compared to the prior school year

Suggestions and further development in the area of climate are listed below:

1. Redesigning advisory courses to best serve student groups
2. Continual development in utilizing data to inform instruction
3. Design of schoolwide and grade level behavior expectation matrices
4. Vary recognitions and excitement around successes for all stakeholders

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Upon analysis of the stakeholder responses, the following was collected as 'glows' for our learning community:

1. Students - Friendships; Caring Teachers; Sports Teams and Facilities; Muffins
2. Families - Staff members attentive to the needs of students; High-quality academic education; School Discipline Structure and Culture of the school; and Communication through various forms
3. Teachers & Staff - Support from administration team; Academic freedom; and Welcoming environment that feels like home

Upon analysis of the stakeholder responses, the following was collected as 'grows' for our learning community:

1. Students - Student disruption; Teacher quality; Summit Learning; Uniform
2. Families - Cafeteria food; Uniform; School traffic; Co-Location; Student behavior
3. Teachers & Staff - Student disruption and discipline; High turnover rate; School Activities; Substitutes

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. Furthermore, the data sets provide important information to actively identify, plan, and develop action plans centered on increasing the student learning experience and closing the achievement gap.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-Bell designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA Bell strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and

electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our internal assessments (MAP, IAB, etc.)

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness and socio-emotional development. Furthermore, MSA Bell has provided students with information regarding A-G courses, as well as offered opportunities to take courses such as Algebra 1, Geometry, or two different world language courses that would earn credit towards their high school pathway.

Text is limited to 3000 characters

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.

MSA Bell provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA Bell will continue to provide access to a college-preparatory, STEAM-focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA Bell will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA Bell will make the best use of its resources to provide a well-rounded educational experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA Bell provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs, and services is dependent on student need and interest. In the past year, we have been recipients of the ASES Grant, which allows for after-school programs to be conducted on campus and provide students with a safe alternative beyond the regular school hours.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-San Diego conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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PRIORITY 2

Self-Reflection Tool for Priority 2: **Implementation of State Academic Standards**

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1   2   **3**   4   5

Health Education Content Standards

1   2   **3**   4   5

Physical Education Model Content Standards

1   2   3   4   **5**

Visual and Performing Arts

1   2   3   4   **5**

World Language

1   2   3   4   **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1   2   3   **4**   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   3   **4**   5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-San Diego ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-San Diego has also provided PD and supported our teachers on NGSS, History-Social Science, Physical Education, Visual and Performing Arts, MTSS and Personalized PD..

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

   1.   Building Relationships between School Staff and Families

   2.   Building Partnerships for Student Outcomes

   3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

   1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

      1 – Exploration and Research Phase

      2 – Beginning Development

      3 – Initial Implementation

      4 – Full Implementation

      5 – Full Implementation and Sustainability

   4.   Write a brief response to the prompts following each of the three sections.

   5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

5

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Magnolia Science Academy-San Diego builds trusting and respectful relationships with parents through activities/events, including Student/Parent Orientation, Back to School Night, home visits, parent dinner nights and parent conferences to promote parental participation in programs. Administrators greet all students and parents in the mornings during student drop off and have an open door policy welcoming all parents. Our staff connect with families through home visits, learning about students' outside interests, families, and home routines, and then using that information to connect in meaningful, individualized ways that can have huge rewards in helping to create happier, healthier, and smarter kids. The school uses home visits as one of the important features of its education program to improve student and school performance.

The School holds periodic meetings to gather input from our families. These meetings include PTF meetings, SSC meetings, coffee with the principal meetings and parent workshops. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

Building Partnerships for Student Outcomes

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

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

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

MSA-San Diego staff is trained on MTSS expectations and school culture model during summer inservice. As part of our program, MSA-San Diego supports student learning through multi tiered support systems , parent meetings, online tools shared by teachers on a weekly basis, weekly newsletters and voice messages and grade level specific communications. Also based student specific feedback and resources given to parents during home visits, student lead conferences and parent conferences.

MSA San Diego's new communication system Parent Square keeps parents and staff in constant communications through multiple mediums such as texts, private messages and voicemail. Parent Square has also broken language barriers between staff and families through its automatic language translation.

Seeking Input for Decision Making

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

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.**

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3

</div>

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.**

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3

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Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

<div style="border:1px solid black">

MSA-San Diego holds periodic meetings to gather input from our families. These meetings include PTF meetings, PTF Board meetings, SSC meetings MTSS meetings and Local Governance Community meetings. During these meetings parents have the opportunity to review school's draft budget, MTSS plan, LCAP, WASC , Health and Wellness plan .safety plan and provide input for our administration team. The school also conducts a family and student experience survey with specific questions on the sense of safety and school connectedness, school culture and climate, and other areas of school improvement.

</div>

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

Annually, MSA-San Diego conducts the CORE Districts survey instrument to students in grades 6-8, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-San Diego disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-San Diego strives to improve our students' perceptions of school safety and connectedness.

In 2018-19, 89.2 % of our students participated in the survey and their responses provided an average approval rating of 53% on the eight topics of the survey., with a rating of 54% on Topic 3 (Safety) and a rating of 47% on Topic 4 (Sense of Belonging / School Connectedness). Our approval rating and sense of belonging rate for students decreased compared to last year. Based on the free responses the main reason for the decrease is the temporary behavior point system .One of our goals for our students is to provide a learning environment where student learn skills to become independent learners. Based on student survey results the highest approval rates are "overall school experience " and "Climate of Support for Academic Learning". These results attest that we are on the right path.

MSA-San Diego also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.Based on the student feedback we started piloting a new MTSS allignes positive behavior point system with rewards.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met   Not Met   Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-San Diego uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-San Diego uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

MSA-San Diego designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-San Diego strives to offer a well-rounded education to our students.

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We offer honors math clases in each grade level to meet the needs of high achieving students.We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

Text is limited to 3000 characters

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.

MSA-San Diego provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-San Diego will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-San Diego will strive to offer additional programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips,, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-San Diego will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-San Diego provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.

Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and

2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Local Indicators that Apply to Charter Schools:

- **Priority 1:** Basic Services and Conditions
- **Priority 2:** Implementation of State Academic Standards
- **Priority 3:** Parent Engagement
- **Priority 6:** School Climate
- **Priority 7:** Access to a Broad Course of Study

Note: Self-reflection tool for Priority 3 has been revised by the SBE for Fall 2019 submission.

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PRIORITY 1

Self-Reflection Tool for Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

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This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and 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

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *   0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.**

Text limit is 1500 characters

MSA-Santa Ana conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs as needed. We annually review master schedule/teacher assignments to ensure compliance. Additionally, we review alignment of instructional materials to standards and annually keep an inventory of instructional materials and corresponding purchase of materials. The annual review of budget and plans helps ensure adequate funds is available for instructional materials so that there are no students without access to their own copies of standards-aligned instructional materials for use at school and at home, including digital resources. Finally, we conduct monthly and yearly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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<p align="center" style="color:#1f77b4;">PRIORITY 2</p>

<p style="color:#1f77b4;">Self-Reflection Tool for Priority 2: Implementation of State Academic Standards</p>

</div>

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

DO NOT WRITE ANYTHING HERE BECAUSE WE CHOSE OPTION 2 AS OUR REFLECTION TOOL.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   3   **4**   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1   2   3   4   **5**

English Language Development (Aligned to English Language Arts Standards)

1   2   3   4   **5**

Mathematics – Common Core State Standards for Mathematics

1   2   3   4   **5**

Next Generation Science Standards

1   2   3   **4**   5

History-Social Science

1   2   3   **4**   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 **4** 5

Physical Education Model Content Standards

1 2 3 4 **5**

Visual and Performing Arts

1 2 3 4 **5**

World Language

1 2 3 4 **5**

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

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

1 2 3 4 **5**

Identifying the professional learning needs of individual teachers

1 2 3 **4** 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 **4** 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.**

Text limit is 1500 characters

MSA-Santa Ana ensures all curricula and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) We provide services to ELs by proficiency level and ELD instruction is aligned to the CA ELD standards and framework. ELs have access to core and supplemental ELD instructional materials; teachers attend PDs whose focus is on ELD standards. Our teachers participate in at least 18 hours of professional development per year. PD includes the areas of Common Core ELA/Literacy, math, ELD Standards and integration of ELD standards into content areas, and training in strategies to support ELs with common core ELA/ELD and math curricula. While the primary focus has mostly been on the ELA/Literacy, math, and ELD over the past few years, MSA-1 has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

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PRIORITY 3

Self-Reflection Tool for Priority 3: Parent Engagement

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Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

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[1] California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

      1.   Building Relationships between School Staff and Families

      2.   Building Partnerships for Student Outcomes

      3.   Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

      1.   Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

            1 – Exploration and Research Phase

            2 – Beginning Development

            3 – Initial Implementation

            4 – Full Implementation

            5 – Full Implementation and Sustainability

      4.   Write a brief response to the prompts following each of the three sections.

      5.   Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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.**

3

2. **Rate the LEA's progress in creating welcoming environments for all families in the community.**

3

3. **Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

3

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.rs, teachers, and classified staff) to build trusting and respectful relationships with families.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

This year we are in the initial implementation phase as we have a bilingual Parent and Community Engagement Coordinator. Ths position allows for our school and families to build relationship within our community. Based on our surveys given to our families, staff, and students we have added additional meetings with parents such as Coffee with Admin, Parent Check ins, Parent College; these are added to our regular SSC, PTF, and ELAC committee gatherings. In addition to these meetings, we have increased the quality and quantity of the communication tools with parents. Social media (facebook, twitter), our weekly bilingual newsletter the Hook, Leave a Message form (bilingual), and a suggestion box. These are all located in the main office. Magnolia wide we are using the MSA mobile application for our families. We have started to use the Parent Square software which allows us to communicate to our families without any language barriers. Our traditional gatherings with parents such as Parent Orientation, Back to School Night, Fall/ Spring Parent

teacher conferences, OPen House, Home visits, and grade level informational meetings. Fall/ Winter, Cinco de Mayo festivals and volunteer appreciation day.

Building Partnerships for Student Outcomes

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

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.**

3

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

3

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.**

3

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

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Strengths are Coffee with Admin. This is an opportunity to introduce MTSS support for SEL to the parents. Parent College and a third party partnerships like Parent Union, Milan Teen Project, and Olive Crest parenting classes. Grade level college counseling meetings with our parents and students for supporting and informing parents and students for University going culture. For example 8th grade high school transition meeting, college signing day, FAFSA meetings. As we establish our parent outreach and provide meetings to involve all our families, building Parent

attendance is a focus for us.

Seeking Input for Decision Making

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

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.**

3

Dashboard Narrative Box

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

We value our stakeholders and are using their feedback to strengthen the upcoming school year. School wide instant surveys from staff provide input for a positive and supportive school climate. Parent check-in meetings allow for decision making to become ongoing.

Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from https://www2.ed.gov/documents/family-community/partners-education.pdf

2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc

4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework, Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf

5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfceframework.pdf

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

PRIORITY 6

Self-Reflection Tool for Priority 6: School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey 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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. 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?

Text is limited to 3000 characters

Annually, MSA-Santa Ana conducts the CORE Districts survey instrument to students in grades 3-12, analyzes survey results such as participation rates and average approval rates for each topic and question on the survey, documents our findings (e.g., greatest progress and needs, comparisons with the prior year and CORE district results) and shares the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings. MSA-Santa Ana disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions. MSA-Santa Ana strives to improve our students' perceptions of school safety and connectedness.

Students in Elementary like their teachers and all the STEAM related activities that take place in their school. Students

in Secondary also like their teachers and their college counselor. The students enjoy their AP classes and PE. Additionally, students in secondary like having small class sizes, the friends that they've made and the pizza hut they get for lunch once a month!

The Elementary students like least the food and not having enough area to play or a permanent playground. The students also reported that there are mean comments/name calling/bad words happening in school. The Secondary students strongly dislike the school food, the crowded hallways, the restrictions to bathroom usage and having multiple Spanish teachers this year.

In 2018-19, 93.6 % of our students participated in the survey and their responses provided an average approval rating of 66% on the eight topics of the survey, with a rating of 60% on Topic 3 (Safety) and a rating of 52% on Topic 4 (Sense of Belonging / School Connectedness).

The Elementary students suggested that we offer better food,they are happy with our new playground, and more sports. The Secondary students suggested better food, having more sports because of our brand new gym. Additionally, the students suggested that we revisit our teacher contracts because they would not like to see any teacher leaving in the middle of the year.
Lastly, students suggested that the school have stricter sanctions for some students that display repetitive negative behaviors.

To address these issues, as we did last year we will have a follow up meeting with the lunch company to minimize the complaints of the school lunch. To develop our athletic program we are planning sports programs during the school day, as well as after school.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text limit is 1500 characters

Stakeholder voices (i.e., voices of our students, families, staff, and other school community members) play a powerful role in helping us learn how to improve our teaching, leadership, and other school practices. Surveys have been the

primary means of collecting student, family, and staff opinions about what we are doing great and should keep doing, and what are areas for improvement so we can continue to provide our students with the best quality education. MSA-1 uses an online platform to provide students, families, and staff with groups of questions that measure their perceptions of teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-Santa Ana uses the CORE survey instrument for school climate indicators which include the following four topics for students, families, and staff: Topic 1: Climate of Support for Academic Learning; Topic 2: Knowledge and Fairness of Discipline, Rules and Norms; Topic 3: Safety; Topic 4: Sense of Belonging (School Connectedness). In a separate survey students are also asked questions in additional four topics which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Annually, we analyze survey results and share the results and findings with our stakeholders during LCAP information and feedback meetings and regular board meetings.

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PRIORITY 7

Self-Reflection Tool for Priority 7: Access to a Broad Course of Study

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Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

<div style="border: 1px solid black; color: red;">

MSA-Santa Ana designs its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including all student groups. Core subjects (English, mathematics, social sciences, and science) and electives are offered aligned with our charter petition and graduation requirements. As evidenced by the school master schedule, elective forms, class rosters, student schedules and transcripts, MSA-Santa Ana strives to offer a well-rounded education to our students.

MSA-Santa Ana provides students with 4-year plans and support programs to ensure timely high school graduation. We offer credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements.

</div>

Text is limited to 3000 characters

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.

As evidenced by our master schedule, elective forms, class rosters, student schedules and transcripts, 100% of students have access to a broad course of study, including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition.

We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest. For example; we provide CCSS aligned ELA and math intervention classes to all students who are in need of additional support. We provide designated and integrated ELD instruction, support and intervention to ELs and immigrant students. We closely monitor student progress in ELA/Literacy, math, and ELD as measured by our interim assessments (MAP, IAB, etc.)

We provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. The AP courses we have offered this year include AP US History,AP World History,AP Language & Composition,AP Stats,AP Computer principles

All students have access to "Advisory" classes (college planning and career exploration program) and programs preparing students for college readiness, including test prep for ACT/SAT, in grades 9-12. MSA-Santa Ana offers credit recovery classes and individual graduation plans, outlining the classes students will take during their high school years to ensure satisfaction of UC/CSU requirements. MSA-Santa Ana had a one-year cohort graduation rate of 100% last year where 100% of our graduates completed courses that satisfy the UC/CSU requirements.

Text is limited to 3000 characters

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.

MSA-Santa Ana provides access to a college-preparatory, STEAM focused broad course of study for all our students.

Text is limited to 3000 characters

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?

MSA-Santa Ana will continue to provide access to a college-preparatory, STEAM focused broad course of study for all our students. We will ensure that all our students graduate college and career ready.

In an effort to provide more well-rounded education to our students, MSA-Santa Ana will strive to offer additional

programs such as more elective courses aligned with career pathways, continued health and physical education, diverse arts programs, increased civics, Life Skills, and SEL programs, etc., as well as provide our students with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Such additional programs depend on the availability of financial and human resources. MSA-Santa Ana will make the best use of its resources to provide a well-rounded education experience to our students.

Text is limited to 3000 characters

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Optional: **Provide any additional information that the local educational agency believes is relevant to understanding its progress on access to a broad course of study.**

Text limit is 1500 characters

MSA-Santa Ana provides students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives as outlined in our charter petition. We also provide all other academic programs and services outlined in our charter petition, certain programs and services being dependent on student need and interest.