MAGNOLIA PUBLIC SCHOOLS

Board Agenda Item #	Agenda # VI D
Date:	November 9, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., 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

This is an information 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 (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate (Priority 6)

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:

- Annually measures its progress
- Reports the results at a regularly scheduled meeting of the local governing board
- Reports the results to stakeholders through the Dashboard

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

Basic Services:

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

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

The local educational agency is asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

School Climate

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 evaluation rubrics.

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).

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 four 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 December 1. Starting 2017, this item will be on the board agenda annually so that our schools can share their progress publicly and meet their local indicators.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

This item is a state requirement. Added benefit is that schools can share their progress on meeting the local indicators with the public.

Name of Staff Originator:

David Yilmaz, Chief Accountability Officer

Attachments

- MSA Local Indicator Progress 2016-17 (one for each MSA)

MSA-1

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

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-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.

Submit Responses

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

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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-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.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-1 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-1 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting four SSC, four ELAC, and seven PTF meetings.

MSA-1 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent University, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-1 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and conducting home-visits to at least 50% of our students.

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-1 seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Additionally, feedback from our parent advisory committee and ELAC provide valuable input for LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences to promote parental participation in programs. Parents have access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-1 also communicates further with the parents of students who are performing below grade level. Teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition, MSA-1 conducts surveys for parents, students, and staff. These surveys serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses Reset Form

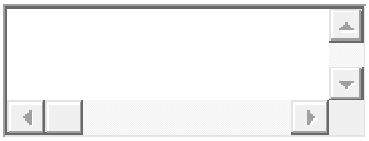
School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters



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.

In 2016-17, 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).

For Topic 3, while there is only a slight difference in ratings based on student gender, race or special education status, the ratings in grade levels vary widely, making a dip in grade 8. (Grade 6: 66%; Grade 7: 58%; Grade 8: 49%; Grade 9: 59%; Grade 10: 63%; Grade 11: 70%; Grade 12: 69%) The lowest rated question on Topic 3 was "During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?" by 54%. (0 times: 54%; 1 Time: 18%; 2 or 3 Times: 13%; 4 or More Times: 15%) The highest rated question on Topic 3 was "During the past 12 months, how many times on school property have you been afraid of being beaten up?" by 84%. (0 times: 84%; 1 Time: 9%; 2 or 3 Times: 4%; 4 or More Times: 4%)

For Topic 4, the following are approval ratings by grade: Grade 6: 74%; Grade 7: 60%; Grade 8: 38%; Grade 9: 55%; Grade 10: 57%; Grade 11: 61%; Grade 12: 69%. The lowest rated question on Topic 4 was "How strongly do you agree or disagree with the following statement? The teachers at this school treat students fairly." by 52%. (Strongly Agree: 19%; Agree: 34%; Neither Disagree Nor Agree: 27%; Disagree: 9%; Strongly Disagree: 12%) The highest rated question on Topic 4 was "How strongly do you agree or disagree with the following statement? I feel close to people at this school." by 70%. (Strongly Agree: 30%; Agree: 40%; Neither Disagree Nor Agree: 22%; Disagree: 4%; Strongly Disagree: 4%)

MSA-1 also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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). 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.

Submit Responses Reset Form

MSA-2

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

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: *

- [x] 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-2 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs. MSA-2 also annually reviews master schedule/teacher assignments to ensure compliance. MSA-2 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-2 annually reviews budget and plans to ensure adequate budget 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. MSA-2 does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses

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

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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: *

- [x] 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-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.) 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.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-2 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-2 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting four SSC, four ELAC, and 5 PTF meetings.

MSA-2 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, College Night, Coffee with the Principal, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-2 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting 50% of our students.

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-2 seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, College Night, Coffee with the Principal, and parent conferences to promote parental participation in programs. MSA-2 provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-2 also communicates further with the parents of students who are performing below grade level. MSA-2 teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-2 conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses Reset Form

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

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.

In 2016-17, 83.6% of our students participated in the survey. Our family participation rates increased 10% from the previous year. This was due to the collaboration between admin and office staff. Communication wise several schoolReach Messages were sent, letters were sent home plus our PTF was supportive in getting the word out.

MSA-2 had increased approval ratings from the prior year in every category. Greatest came from parents at 18% and the least came from students at 4%. As a school, Parent satisfaction improved 18% from the previous year with a 95% satisfaction rating which encourages more parent/school partnerships plus validates some of the positive changes made from last year.

A noticeable area of progress from Parent Surveys is "Communication". MSA-2 sends out bilingual updates on very regular basis including hard mail, schoolreach, and mailchimp plus in person updates at our weekly "Coffee with the Principal"

MSA-2 also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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 voices 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 also offers paper based surveys to parents.

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). 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.

Submit Responses Reset Form

MSA-3

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

This page displays the information submitted by the local educational agency 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.

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

[LEA Submission] *1*

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

[LEA Submission] *0*

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

[LEA Submission] *0*

Additional Comments (Optional Box Completed by Magnolia Science Academy 3)

[LEA Submission] *MSA-3 conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs. MSA-3 also annually reviews master schedule/teacher assignments to ensure compliance. MSA-3 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-3 annually reviews budget and plans to ensure adequate budget 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. MSA-3 does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.*

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

This page displays the information submitted by the local educational agency 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.

LEAs chose to either provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools, or to complete the reflection tool.

Option 1: Narrative Summary (Completed by Magnolia Science Academy 3)

The narrative summary below identifies 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 describes why the local educational agency chose the selected measures or tools.

In addition, the local educational agency was asked to summarize it'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

[LEA Submission] *MSA 3 utilizes academic curriculum, textbook, student and teacher material and resources (mainly McGraw Hill) that are outlined and aligned with the state standards. Our internal and external bench marks and assessments are also aligned to the state standards in order to track progress and determine best strategies to increase standards met learning. All teachers must submit weekly lesson plans which must be aligned to the standards they are teaching and the administration team reviews them for accuracy and pacing. We ensure to include our plan and the amount of funding towards these goals by*

completing and following school goals, LCAP, SPSA, and professional development for all teachers, classified support aides, and administration.

Option 2: Reflection Tool (Completed by Magnolia Science Academy 3)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. 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

[LEA Submission] *4 – Full Implementation*

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] *4 – Full Implementation*

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] *4 – Full Implementation*

Next Generation Science Standards

[LEA Submission] *4 – Full Implementation*

History-Social Science

[LEA Submission] *4 – Full Implementation*

2. 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

[LEA Submission] *4 – Full Implementation*

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] *4 – Full Implementation*

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] *4 – Full Implementation*

Next Generation Science Standards

[LEA Submission] *4 – Full Implementation*

History-Social Science

[LEA Submission] *4 – Full Implementation*

3. 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

[LEA Submission] *4 – Full Implementation*

English Language Development (Aligned to English Language Arts Standards)

[LEA Submission] *4 – Full Implementation*

Mathematics – Common Core State Standards for Mathematics

[LEA Submission] *4 – Full Implementation*

Next Generation Science Standards

[LEA Submission] *4 – Full Implementation*

History-Social Science

[LEA Submission] *4 – Full Implementation*

Other Adopted Academic Standards

4. 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

[LEA Submission] *4 – Full Implementation*

Health Education Content Standards

[LEA Submission] *4 – Full Implementation*

Physical Education Model Content Standards

[LEA Submission] 4 – Full Implementation

Visual and Performing Arts

[LEA Submission] 4 – Full Implementation

World Language

[LEA Submission] 4 – Full Implementation

Support for Teachers and Administrators

5. The local educational agency's success at engaging in the following activities with teachers and school administrators during the 2015-16 school year (including summer 2015).

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

[LEA Submission] 4 – Full Implementation

Identifying the professional learning needs of individual teachers

[LEA Submission] 4 – Full Implementation

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

[LEA Submission] 4 – Full Implementation

Self-Reflection Tool for Parent Engagement (Priority 3)

This page displays the information submitted by the local educational agency on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of its progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures. As part of the response, the local educational agency was asked to describe why it chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

The local educational agency administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), and was asked to summarize the following:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] *In 2015, only 60% of parents had overall satisfaction with our school and decision making choices. In 2016, 86% of our parents had overall satisfaction with our school and decision making choices. We have a partnership for success plan for all parents to start getting involved in the stakeholder meetings and school-wide events such as orientation, and parent-teacher conferences.*

Option 2: Local Measures

The local educational agency was asked to summarize the following:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;

2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

[LEA Submission] *MSA-3 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-3 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting seven SSC, four ELAC, and seven PTF meetings.*

Additional Comments (Optional Box Completed by Magnolia Science Academy 3)

[LEA Submission] *MSA-3 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-3 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting over 40% of our students.*

School Climate (Priority 6)

This page displays the information submitted by the local educational agency on the local performance indicator for 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 evaluation rubrics.

The local educational agency was 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).

[LEA Submission] *In 2015, only 60% of parents had overall satisfaction with our school and decision making choices. In 2016, 86% of our parents had overall satisfaction with our school and decision making choices. We have a partnership for success plan for all parents to start getting involved in the stakeholder meetings and school-wide events such as orientation, and parent-teacher conferences. MSA-3 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-3 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting seven SSC, four ELAC, and seven PTF meetings. MSA-3 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-3 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting over 40% of our students. 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-1 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions.*

Additional Comments (Optional Box Completed by Magnolia Science Academy 3)

[LEA Submission] *In 2016-17, 76.4% of our students participated in the survey and their responses provided an average approval rating of 57% on the eight topics of the survey, overall satisfaction was 62%. The climate of support for academic learning was 63%, having a growth mindset was 55%, 51% have knowledge of the fairness of discipline, rules and norms. Self-efficacy was 55% and self-management was 67%. There was a rating of 55% on Topic 3 (Safety) and a rating of 46% on Topic 4 (Sense of Belonging / School Connectedness). The results were reviewed by administration, teachers and parents to determine school goals on how to increase all of the topics. We consulted our leadership team to determine the best ways to help students in the area they feel the adults need to improve to enhance all areas. The action plan was developed and being followed and reviewed weekly in admin, faculty and parent meetings. MSA-3 also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.*

MSA-4

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

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: * 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

Submit Responses

MSA-4 conducts credential review as part of teacher hiring process and supports our teachers’ credentialing needs. MSA-4 also annually reviews master schedule/teacher assignments to ensure compliance. MSA-4 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-4 annually reviews budget and plans to ensure adequate budget for instructional materials so that no student is without access to a copy of standards-aligned instructional materials for use at school and at home, including digital resources. MSA-4 does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

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

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).

Top of Form

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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.) MSA-4 provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA-4 provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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 been on the ELA/Literacy, math, and ELD, MSA-4 also provides PD and support for our teachers around NGSS, History-Social Science, Career Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

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Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-4 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making per the measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-4 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting 5 SSC, and 8 PTF meetings.

MSA-4 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 10% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with the Principal, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. MSA-4 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting 14% of our students.

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

Submit Responses Reset Form

MSA-4 seeks parent input in making decisions for the school through quarterly School Site Council (SSC) and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. These committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee provides valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with the Principal, and parent conferences to promote parental participation in programs. MSA-4 provides parents with access to course material, homework assignments, projects, and records of students' grades through CoolSIS, an online web portal. MSA-4 also communicates with the parents of students who may be performing below grade level. MSA-4's staff conducts home visits to discuss student progress and enhance student learning and involvement.

Additionally. MSA-4 conducts surveys for parents, students, and staff. The results serve as a way to inform us as to whether or not we are meeting the needs of all stakeholders.

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

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.

In 2016-17, 88.1% of our students participated in the survey and their responses provided an average approval rating of 74% on the eight topics of the survey, with a rating of 71% on Topic 3 (Safety) and a rating of 58% on Topic 4 (Sense of Belonging / School Connectedness).

MSA-4 also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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 voices 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/paper-based survey to provide students, families, and staff with a way to provide us their perceptions about teaching and learning, as well as their perceptions of school climate and students' own strengths and weaknesses.

MSA-4 uses the CORE survey to assess 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). Students are also asked additional questions which include indicators for social-emotional competencies: Topic 5: Growth Mindset; Topic 6: Self-Efficacy; Topic 7: Self-Management; Topic 8: Social Awareness.

Our survey results are analyzed and the findings shared with our stakeholders during our LCAP meetings.

Submit Responses Reset Form

Submit Responses Bottom of Form

MSA-5

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

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 credential review as part of teacher hiring process and supports our teachers' credentialing needs. MSA-5 also annually reviews master schedule/teacher assignments to ensure compliance. MSA-5 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-5 annually reviews budget and plans to ensure adequate budget 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. In collaboration with co-located school, MSA-5 does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses

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

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).

Top of Form

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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.) MSA-5 provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA-5 provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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 Technical Education, Health Education, Physical Education, Visual and Performing Arts, and World Languages.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Top of Form

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Parent survey results show that students need to be more equipped with growth mind setting (48%) and self-efficacy (50%). In order to foster growth mind setting, the faculty of MSA-5 have attended professional development sessions organized by Magnolia Public Schools and using strategies such as avoiding praising intelligence and sheer effort, using diverse teaching strategies, encouraging students to expand their answers. In addition, students are tracked by their homeroom teachers on utilization of the school information system “CoolSIS” and parents are provided technical support at home visits and school-wide events which helps with self -efficacy and accountability on the student and parent end.

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-5 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-5 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting four SSC, four ELAC, and 7 PTF meetings.

MSA-5 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-5 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting 35% of our students.

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 seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences to promote parental participation in programs. MSA-5 provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-5 also communicates further with the parents of students who are performing below grade level. MSA-5 teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-5 conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses Reset Form

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

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.

In 2016-17, 89.4% of our students participated in the survey and their responses provided an average approval rating of 61% on the eight topics of the survey, with a rating of 58% on Topic 3 (Safety) and a rating of 60% on Topic 4 (Sense of Belonging / School Connectedness).

MSA-5 also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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 voices 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). 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.

Submit Responses Reset Form

Submit Responses Bottom of Form

MSA-6

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

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: *

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

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. MSA-6 also annually reviews master schedule/teacher assignments to ensure compliance. MSA-6 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-6 annually reviews budget and plans to ensure adequate budget 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. MSA-6 does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses Reset Form

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

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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.) MSA-6 provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA-6 provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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.

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-6 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and

connectedness. MSA-6 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting four SSC, four ELAC, and 7 PTF meetings.

MSA-6 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with the Principal, Parent College, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-6 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting 25% of our students.

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 seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with the Principal, and parent conferences to promote parental participation in programs. MSA-6 provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-6 also communicates further with the

parents of students who are performing below grade level. MSA-6 teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-6 conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Annually, MSA-6 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-6 disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions.

In 2016-17, 97.7% 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 63% on Topic 3 (Safety) and a rating of 71% on Topic 4 (Sense of Belonging / School Connectedness).

For Topic 3, there is only a slight difference in ratings based on student gender, race, special education status, grade levels. (Grade 6: 61%; Grade 7: 65%; Grade 8: 65%) The lowest rated question on Topic 3 was "Been made fun of because of your looks or the way you talk?" by 54%. (0 times: 54%; 1 Time: 23%; 2 or 3 Times: 8%; 4 or More Times: 14%) The highest rated question on Topic 3 was "During the past 12 months, how many times on school property have you been afraid of being beaten up?" by 80%. (0 times: 80%; 1 Time: 11%; 2 or 3 Times: 5%; 4 or More Times: 4%).

For Topic 4, the following are approval ratings by grade: Grade 6: 61%; Grade 7: 66%; Grade 8: 67%. The lowest rated question on Topic 4 was “How strongly do you agree or disagree with the following statement? I am happy to be at this school.” by 61%. (Strongly Agree: 28%; Agree: 34%; Neither Disagree Nor Agree: 24%; Disagree: 5%; Strongly Disagree: 10%) The highest rated question on Topic 4 was “How strongly do you agree or disagree with the following statement? I feel close to people at this school.” by 67%. (Strongly Agree: 21%; Agree: 46%; Neither Disagree Nor Agree: 20%; Disagree: 8%; Strongly Disagree: 6%)

MSA-6 also analyzes open-ended questions to further understand our students’ perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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 voices 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). 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.

Submit Responses Reset Form

MSA-7

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

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. MSA-7 also annually reviews master schedule/teacher assignments to ensure compliance. MSA-7 annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-7 annually reviews budget and plans to ensure adequate budget 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. MSA-7 does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses

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

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

NA

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

NA

Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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: *

- [x] 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.) MSA-7 provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA-7 provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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-7 has also provided PD and supported our teachers on NGSS, Health Education, Physical Education, Visual and Performing Arts.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-7 has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-7 achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting three SSC, four ELAC, and 7 PTF meetings.

MSA-7 has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-7 has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least 20 activities/events and home-visiting 30 % of our students.

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 seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences to promote parental participation in programs. MSA-1 provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-7 also communicates further with the parents of students who are performing below grade level. MSA-7 teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-7 conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses Reset Form

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Annually, MSA-1 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.

In 2016-17, 98 % of our students participated in the survey and their responses provided an average approval rating of 67% on the eight topics of the survey, with a rating of 64% on Topic 3 (Safety) and a rating of 76% on Topic 4 (Sense of Belonging / School Connectedness).

For Topic 3, while there is only a slight difference in ratings based on student gender, race or special education status, the ratings in grade levels vary widely, making a dip in grade 3. (Grade 3: 60%; Grade 4: 62 %; Grade 5 : 68 %) The lowest rated question on Topic 3 was "During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?" by 49%. (0 times: 49 %; 1 Time: 29 %; 2 or 3 Times: 10 %; 4 or More Times: 13 %) The highest rated question on Topic 3 was "Do you feel safe at the school ?" by 84%. (Never : 4 %; Some of the time : 12 %; most of the time: 32 %; Always: 52 %)

For Topic 4, the following are approval ratings by grade: Grade 3: 81%; Grade 4: 86%; Grade 5: 83. The lowest rated question on Topic 4 was "Do you feel close to people at school" by 66%. (All of the time: 24%; Most of the time: 42%; Some of the time: 29%; Never: 6%) MSA-7 also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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 voices 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). 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.

Submit Responses Reset Form

MSA-Bell

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

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 credential review as part of teacher hiring process and supports our teachers' credentialing needs. MSA-Bell also annually reviews master schedule/teacher assignments to ensure compliance. MSA-Bell annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-Bell annually reviews budget and plans to ensure adequate budget 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. MSA-Bell does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses

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

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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.) MSA-Bell provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA-Bell provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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-Bell 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.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

Throughout the year we held various meetings, including but not limited to, ELAC meetings, SSC meetings, and various parent engagement opportunities, such as High School Fair, STEAM EXPO, Cultural Fair, PTF barbecue, etc. In addition, we conduct parent conferences, and share student academic progress through progress reports, report cards and academic workshops. We also keep our parents informed by providing fliers, monthly newsletters, updated school bulletins with calendar of events and school messenger and ongoing updates on our school website. We also offer parent workshops and monthly parent college and arrange/coordinate home visits which include more personalized conference sessions with teachers and families. The supports provided are based on observations of our community needs to support our families and students.

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

Submit Responses Reset Form

MSA-Bell seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences to promote parental participation in programs. MSA-Bell provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-Bell also communicates further with the parents of students who are performing below grade level. MSA-Bell teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-Bell conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

On a yearly basis we conduct surveys of our families, students and staff. Based on our family surveys, families found the school favorable by 95% in the aspects of climate of support for academic learning, knowledge and fairness of discipline, rules and norms, overall school experience, safety, and sense of belonging.

On the staff survey, on the work place, staff found the workplace to be favorable by 84%, in the areas of climate of support for academic learning, knowledge and fairness of discipline, rules and norms, overall school experience, safety, and sense of belonging.

Lastly, our students conducted a survey which showed the score to be favorable at 69%, in the areas of climate of support for academic learning, growth mindset, knowledge and fairness of discipline, rules and norms, overall school experience, safety, self efficacy, self management, self awareness and sense of belonging.

Our school's analysis of the survey results indicate our school met 2 of 3 school satisfaction survey criteria. The goal was to have an overall positive school experience rating of the following: 80% students, 85% staff and 90% families. Moving forward we will be working with our students on the growth mindset and self efficacy.

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 is limited to 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 voices 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-Bell 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-Bell 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). 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.

Submit Responses Reset Form

MSA-San Diego

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

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. MSA-San Diego also annually reviews master schedule/teacher assignments to ensure compliance. MSA-San Diego annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-San Diego annually reviews budget and plans to ensure adequate budget 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. MSA-San Diego does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses

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

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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.) MSA- San Diego provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA- San Diego provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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, and World Languages.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-San Diego has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, three Local Governance Committee meetings and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-San Diego achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting four SSC, three Local Governance Committee and 9 PTF meetings.

MSA-San Diego has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 10% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-San Diego has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting 12% of our students.

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 seeks parent input in making decisions for the school through quarterly School Site Council (SSC), Local Governance Committee and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. These committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and Local Governance Committee provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences to promote parental participation in programs. MSA-San Diego provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-San Diego also communicates further with the parents of students who are performing below grade level. MSA-San Diego teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-San Diego conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses Reset Form

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

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.

In 2016-17, 93.6% of our students participated in the survey and their responses provided an average approval rating of 67% on the eight topics of the survey, with a rating of 56% on Topic 3 (Safety) and a rating of 63% on Topic 4 (Sense of Belonging / School Connectedness).

For Topic 3, there is only a slight difference in ratings based on student gender, grade levels, and race or special education status. The lowest rated question on Topic 3 was "During the past 12 months, how many times on school property have you had mean rumors or lies spread about you?" by 47%. (0 times: 47%; 1 Time: 22%; 2 or 3 Times: 15%; 4 or More Times: 17%) The highest rated question on Topic 3 was "During the past 12 months, how many times on school property have you been afraid of being beaten up?" by 78%. (0 times: 84%; 1 Time: 11%; 2 or 3 Times: 6%; 4 or More Times: 6%)

For Topic 4, the following are approval ratings by grade: Grade 6: 78%; Grade 7: 63%; Grade 8: 50%. The lowest rated question on Topic 4 was "How strongly do you agree or disagree with the following statement? The teachers at this school treat students fairly." by 57%. (Strongly Agree: 26%; Agree: 31%; Neither Disagree Nor Agree: 26%; Disagree: 8%; Strongly Disagree: 9%) The highest rated question on Topic 4 was "How strongly do you agree or disagree with the following statement? I feel close to people at this school." by 72%. (Strongly Agree: 34%; Agree: 38%; Neither Disagree Nor Agree: 17%; Disagree: 5%; Strongly Disagree: 6%)

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.

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 is limited to 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 voices 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). 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.

Submit Responses Reset Form

MSA-Santa Ana

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

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-SA conducts credential review as part of teacher hiring process and supports our teachers' credentialing needs. MSA-SA also annually reviews master schedule/teacher assignments to ensure compliance. MSA-SA annually reviews alignment of instructional materials to standards and keeps an inventory of instructional materials and corresponding purchase of materials. MSA-SA annually reviews budget and plans to ensure adequate budget 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. MSA-SA does annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff maintains campus cleanliness.

Submit Responses

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

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 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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: *

- [x] 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-SA 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.) MSA-SA provides services to ELs by proficiency level and provides ELD instruction aligned to the CA ELD standards and framework. MSA-SA provides our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused 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-SA has also provided PD and supported our teachers on NGSS, History-Social Science, Career Technical Education, Health Education, and Physical Education.

Submit Responses Reset Form

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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 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-reflection 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 will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. *Seeking Input in School/District Decision Making*

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. *Promoting Participation in Programs*

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

MSA-SA has selected the following metrics as measures in seeking input in school/district decision making: holding at least four School Site Council (SSC) meetings, four English Learner Advisory Committee (ELAC) meetings, and four Parent Task Force (PTF) meetings per year. Such meetings provide ways to seek input from our stakeholders in school/district decision making and the numbers of those meetings are selected as measurable outcomes in Goal 3 of our LCAP, i.e., "Connection" where all students, families, staff, and other stakeholders will feel a sense of community and connectedness. MSA-SA achieved its annual measurable outcomes on seeking input in school/district decision making in 2016-17 by hosting seven SSC, four ELAC, and ten PTF meetings.

MSA-SA has selected the following metrics as measures in promoting participation in programs: holding at least five parent involvement activities/events per year and conducting home visits to at least 25% of our students. Activities/events to involve parents include, but are not limited to, Student/Parent Orientation, Back to School Night, Coffee with Admin, Parent University, and parent conferences. Such activities allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. The measurable outcomes are listed in Goal 3 of our LCAP. MSA-SA has achieved its annual measurable outcomes on promoting participation in programs in 2016-17 by hosting at least five activities/events and home-visiting 50% of our students.

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-SA seeks parent input in making decisions for the school through quarterly School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Task Force (PTF) meetings. Parents on our PTF and SSC also serve as our parent advisory committee for LCAP. Along with ELAC, such committees provide for representation of students in need (low income, English learners, foster youth, etc.) Feedback from our parent advisory committee and ELAC provide valuable input for the LCAP.

We host parent activities/events, including Student/Parent Orientation, Back to School Night, Coffee with Admin, and parent conferences to promote parental participation in programs. MSA-SA provides parents with access to course material, homework assignments, projects, and records of students' grades through SIS, an online web portal. MSA-1 also communicates further with the parents of students who are performing below grade level. MSA-SA teachers visit students at their homes to discuss student progress and enhance student learning and involvement.

In addition to the above, MSA-SA conducts surveys for parents, students, and staff. These all serve as ways to inform, educate, seek input from parents/guardians in school and district decision making, and promote parental participation in programs.

Submit Responses Reset Form

School Climate (Priority 6)

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: 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 the public through the evaluation rubrics.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Annually, MSA-SA 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-SA disaggregates the results by grade and student group and also uses open-ended questions to further understand students' perceptions.

In 2016-17, 90.3 % of our students participated in the survey and in elementary their responses provided an average approval rating of 73% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 77 % on Topic 4 (Sense of Belonging / School Connectedness) in grades K-5.

For grades 6-12, their responses provided an average approval rating of 60% on the eight topics of the survey, with a rating of 62% on Topic 3 (Safety) and a rating of 46% on Topic 4 (Sense of Belonging / School Connectedness.

MSA-SA also analyzes open-ended questions to further understand our students' perceptions and strives to improve their perceptions of school safety and connectedness.

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 is limited to 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 voices 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-SA 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-SA 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). 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.

Submit Responses Reset Form