

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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## Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Performance Standards

The performance standards for the local performance indicators are:

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

The LEA 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

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

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

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

LEAs 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, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- 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

#### English Language Arts (ELA)-Common Core State Standards for ELA

Monsenor Oscar Romero Charter School has shown an SBAC 2018-2019 English Language Arts as -73.7 points below standards (declining 4.7 points), English Learner Progress shows a 52.8% progress towards English language proficiency. Internal data on i-Ready reflects student growth. The LEA will access student needs, provide differentiated instruction, monitor student achievement, and revise the application of teaching as needed. Teachers will provide targeted intervention and acceleration based on the analysis of formative & summative data.

Source: iReady February 2021

#### Annual Progress on CA Dashboard (Status & Change)

Verifiable Data i-Ready

2021-22 Goal

Met using Verifiable Data Reading:

- Students "On or Above"

Grade level increased from 13% to 17% in Reading from D1 to D2

- Students "Two or

More Grade Levels Below" decreased from 72% to 63% from D1 to D2

- Median Progress to Annual Typical Growth is at 97% overall for all students in reading
- 7th grade reading saw
- the highest growth at 124% median growth and 42% stretch growth
- All grade levels showing growth from D1 to D2

Met Verifiable Data Mathematics:

- Students "On or Above" Grade level increased from 6% to 11% in Math from Students "Two or Typical

Growth is at 97% overall for all students in reading

7th grade reading saw

the highest growth at 124% median growth and 42% stretch growth?

- All grade levels showing growth from D1 to D2 in Reading
- More Grade Levels Below" decreased from 71% to 61% from D1 to D2
- Median Progress to

Annual Typical Growth is at 73% overall for all students in math 8th grade math saw the highest growth at 108% median growth and 42% stretch growth?

- All grade Students "On or Above" Grade level increased from 13% to levels showing growth from D1 to D2 in Math

Reading: The i-Ready data shows 11% of students scoring at proficiency in Reading, increasing 14% in June 2020. Student achievement realized a decrease of 7% in August of 2020, and today an increase of 6% as of January 2021.

Mathematics: The i-Ready data shows 6% of students scoring at proficient in Reading, an increase of 19% or a 13% increase in June of 2020. the students realized a decrease of 8% in August of 2020 and today an increase of 17% or an increase of 6% as of January 2021

Students in 7th and 8th grade demonstrated far stronger median typical and stretch growth levels than 6th-grade students. While the percentage of students who met typical growth ranged from 36-61% at each grade level, the median growth measures were clearly above 100% at 7th and 8th grade, demonstrating that overall academic

progress is going well for these grade levels! Further analysis of the starkly lower growth scores in 6th grade is necessary. The testing window has just concluded. Our instructional team is scheduled to analyze this data to determine root causes and next actions to support high-need students and strengthen our instructional program.

English Language Development (ELD) Aligned to Common Core State Standards for ELA

<http://tpd.ypics.org> the LEA provides services to ELs. High-quality professional development is offered to train teachers to support our ELs and literacy across our program. The Charter School uses Title III funds to provide all certificated staff with PD days to meet the needs of our English language learners. The Charter School has committed its resources to ensure that all students learn to listen, speak, read, and write English. The school provides a designated ELD Instructional program (Success For All) for every EL student to meet the linguistic and academic goals at their grade level and language learning needs. Professional Development for all certificated staff is aligned with the four interrelated principles at the foundation of the California EL Roadmap.

#### 1. Assets-Oriented and Needs-Responsive School

- a. The languages and cultures ELs bring to their education are assets for their learning and contribute to learning communities.
- b. The needs of long-term ELs are vastly different from new arrivals.
- c. School climate is affirming, inclusive, and safe
- d. The Charter School values and builds active family, school, and community partnerships,
- e. MORCS developed a collaborative framework for identifying ELs with disabilities and use valid assessment practices

#### 2. Intellectual Quality of Instruction and Meaningful Access

- a. Language development occurs in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD (per the ELA/ELD Framework pages 891-892)
- b. Students are provided a rigorous, intellectually vibrant, standards-based curriculum
- c. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations.
- d. ELs are provided access to the full curriculum.
- e. Students' home language is understood as a means to access subject matter content.
- f. Rigorous instructional materials support high levels of intellectual engagement.
- g. ELs are provided choices of research-based language support/development programs

#### 3. System Conditions that Support Effectiveness

- a. Leaders maintain a systemic focus on continuous improvement and progress.
- b. The school system invests adequate resources in supporting the conditions required to address EL needs.
- c. A method of culturally and linguistically valid and reliable assessment supports instruction, continuous improvement, and accountability.

#### 4. Alignment and Articulation Within and Across Systems

- a. EL educational approaches and programs are designed for continuity, alignment, and articulation across grade levels.
- b. Schools plan schedules and resources to provide extra time in school.
- c. EL educational approaches and programs are designed to be consistent across schools.

The Charter School will continue to support our students through a multi-faceted approach to language development. Teachers will provide SFA to ELs to support their acquisition of English. This includes new programs to be used as supplemental technology programs, such as, i-Ready that will provide individualized learning paths appropriate to each child's academic level. We will also continue to maintain our ELA/ELD Director of Instruction, who will provide support and resources to teachers to more effectively meet the needs of our EL students as they work through the rigorous CCSS. With the assistance of the Parent Coordinator/Coordinator of Operations, the Charter School will also provide parent education workshops focusing on how parents can help support ELs at home. In conjunction with ELD, it is essential to provide our students with culturally responsive teaching that seeks to understand and offer materials representing a wide array of cultures and experiences to see themselves in their learning experiences and build confidence in their possibilities as learners. Access through technology and expertise will develop and scaffold student learning connecting them to experiences outside of their community-universal access.

The LEA monitors EL students through a robust formal and informal process. Students are measured by their growth

on the State’s English language assessments (EL PAC) and various other mechanisms during designated and integrated ELD. The measures include the following:  
 teacher observations, including but not limited to a review of the student’s curriculum mastery and comparison of student performance in basic skills, against an empirically established range of performance in basic skills based on English proficient students of the same age.

- o Local Assessments
  - o i-Ready Assessments (Reading)
  - o Publisher Assessments
  - o Smarter Balance Summative Assessment Results
- teachers monitor the progress of EL students towards reclassification in a variety of ways.
- o Discuss action steps for those students not meeting benchmarks
  - o Suggested intervention
  - o Implementation of the intervention
  - o Notification to teachers and parents regarding intervention
  - o Annual monitoring of intervention and program effectiveness
  - o Provide appropriate and additional education services when needed and annually evaluate the effectiveness of such services (after-school tutoring, homework help, support in math, etc.)
  - o Support of instructional program includes Counselor, Parent Coordinator, and other support professionals.
  - o Added Counselor to support student educational program and college and career assisting students to pursue their college preparation and goals.

**Mathematics**

The Charter School has shown an SBAC Mathematics as -119.8 point below standard (declined 11.5 Points), English Learner Progress shows a 52.8% progress towards English language proficiency. Internal data on i-Ready reflects student growth. MORCS will access student needs, provide differentiated instruction, monitor student achievement, and revise the application of teaching as needed. Teachers will provide targeted intervention and acceleration based on the analysis of formative & summative data. Based on April Math diagnostic scores, the median of MORCS student growth scores is 100%, which means that, on average, students met expectations in terms of annual reading growth! Since the median is 100% in April, presumably, students will see above 100% growth before the end of the school year in June.

Math growth metrics are more modest than those in Reading. However, there is still much to be encouraged by. In particular, high levels of success are observed at the 8th-grade level, with 150%

Median progress towards Annual Typical growth. The median growth scores in math show increasing as grade levels go up and the percentage of students who met their annual typical growth. As before, our team is scheduled to take a deep dive into this data to determine the reason for this trend and the next steps to address the data.

**OPTION 2: Reflection Tool**

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5

Academic Standards	1	2	3	4	5
Next Generation Science Standards					5
History-Social Science					5

**2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

## Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

## Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA provides teachers 10 Professional Days and the opportunity for teachers, administrators, and staff to attend any workshop requested before school starts each year. Additional professional development opportunities addressing standards-based instruction are provided monthly throughout the school year; provided students with access to CCSS standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned materials and additional instructional materials as outlined in our charter.

Metric/Method for Measuring: Teacher and student materials, purchase orders, invoices, and textbooks and materials in the classrooms.



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

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

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

### Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Sections of the Self-Reflection Tool

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

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

Rating Scale (lowest to highest) -

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

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

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

2021-2022: Met:

Survey Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

2021-2022: Met

Continued engagement of parents in decision-making open communication on all levels confirmed with Youth Truth Survey.

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

The LEA continues to have historically high levels of relationships with families, as evidence, in parent participation rates in student-led parent conferences, parent workshops, Coffee with the Administrators, and parent surveys. In addressing the needs of the whole child and engaging parents and our school community to support each other the LEA has responded and addressed social emotional, cultural needs, for our school community. The school should continue to provide access and communication between all stakeholders.

## Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

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

The Charter School provides resources to assist under-achieving students. These include school breakfast and lunch program, an after-school program, summer school opportunities to recover units and reduce summer learning loss,

and a strong student services team to assist with academics, behavior, attendance, and social-emotional wellbeing. Parents, community representatives, classroom teachers, students, and other school personnel are included in the planning, implementing, and evaluating ConApp programs through various stakeholder meetings throughout the year, as previously discussed. All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings.

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

The school has established relationships with Luminaries (Local mental health providers) and the Los Angeles County Office of Education.

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

MORCS student population represents 98% of underrepresented families due to its location of our charter and Free and Reduced Lunch indicators. In addition MORCS has ongoing communication with all parents, outreach to address individual students needs and regular home visits.

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

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.					5

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

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

The Pandemic -COVID-19 had a significant effect on providing for students via Distance Learning and support. Returning to classroom direct instruction during the 2021-2022 school years has provided administration, teachers, and staff to reassess all instructional methodology and effective instructional delivery. Presently internal measure indicate that although there has been learning loss for all students results indicate progressive growth and measures taken to support students with socio-emotional support, additional learning opportunities has resulted in the following:

#### i-Ready Typical Growth Metric

i-Ready provides a normed target known as the “Typical Growth” target based on students who placed similarly on the initial Diagnostic. Typical growth is the one year normed target growth for students. It is based on the average annual growth for a student at that particular chronological grade and initial placement level. Growth targets are normed but based on criterion growth. Subsequent Diagnostics measure students’ growth towards that goal. For more information on how typical growth data represents normed data, please see: [https://i-readycentral.com/download/?res=427&view\\_pdf=1](https://i-readycentral.com/download/?res=427&view_pdf=1).

#### Summary Analysis of Results

For the 2021-22 school year, iReady diagnostics were administered in August 2021 and December 2021 (with the final diagnostic scheduled for May 2022). The growth measures shared here are based on half a school year of instruction, which makes the target metric for minimum expected growth 50%.

Above average growth (greater than 50%) is indicated by blue shading. Significant growth is indicated by green shading (above 99%). Based on these results we are on track to expect average growth of at least one-year schoolwide and for each subgroup of students. We anticipate this will be verified by the May 2022 administration of the diagnostic.

#### I. iReady Diagnostic Exams - General Info

-More students tested in the Winter than in the Fall (98% and 97% compared with 92% and 89% respectively in Math and Reading total enrollment levels were the same during both testing sessions

-12 weeks in between testing sessions

#### II. iReady Results (MATH)

##### ALL STUDENTS (MATH)

##### BY GRADE LEVEL (MATH)

##### Analysis:

-Students “On or Above” Grade level increased from 6% to 11% in Math from D1 to D2 -Students “Two or More Grade Levels Below” decreased from 71% to 61% from D1 to D2

- Median Progress to Annual Typical Growth is at 73% overall for all students in math

- 8th grade math saw the highest growth at 108% median growth and 42% stretch growth -All grade levels showing growth from D1 to D2 in Math

##### Reading:

-Students “On or Above” Grade level increased from 13% to 17% in Reading from D1 to D2 -Students “Two or More Grade Levels Below” decreased from 72% to 63% from D1 to D2 -Median Progress to Annual Typical Growth is at 97% overall for all students in reading

-7th grade reading saw the highest growth at 124% median growth and 42% stretch growth - All grade levels showing growth from D1 to D2 in Reading

##### Subgroups

-At 7th and 8th grade level, Special Education students demonstrated more growth in Reading than English Learners and All Students (note: 7th grade Special Education students demonstrated almost twice as much growth as the other groups!).

-At all grade levels, Special Education students demonstrated growth of over 100% in Reading (projecting growth of over 200% by the end of the school year)

-8th grade students and English Learners demonstrated significant growth in Math (over 100%) especially as compared to other grade levels (projecting growth of over 200% by the end of the school year)

-7th grade students, 7th grade English Learners, and 7th grade Special Education students demonstrated significant growth in Reading (over 100%) especially as compared to other grade levels

-Special Education students comparatively demonstrated low growth in math at all grade levels. Despite this, 6th and 8th grade are still projected to go over 100% growth by the end of the year.

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

All stakeholders are encouraged to attend and provide feedback at board meetings, school advisory council meetings, weekly teacher school meetings, student leadership team meetings, academic instructional team meetings, and school climate and culture team meetings. Additionally, all stakeholders are encouraged to participate in school surveys such as the Annual Youth Truth Survey, the Annual Parent Conference Survey, and others surveys conducted throughout the school year.

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

Parents, teachers and students were polled regarding issues on student learning and all elements affecting student learning.

- Polled staff, students and parents using 2021 Youth Truth targeted questions about school safety survey, students and culture in the spring of 2022.
- Ranked the school in Meet with School Culture and Climate the 49th percentile team in the spring/summer of 2022. (compared with 65th)
- Used a strategic planning process to for CA schools) identify a specific vision and goal(s) for school culture in 22-23. The team determined a detailed action plan, based on the survey data (and other SCC data) provided.
- The action plan includes quarterly check-ins to ensure that the implementation is successful by monitoring a

## School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The schoolwide Dashboard Suspension Rate Indicator color is yellow. The Charter School's percentage of students suspended at least once was 12.0%, higher than the State's at 3.4%. The school's leadership has noted the following:

- Hiring a New Executive Administrator and Coordinator of Culture and Climate.
- Hiring of Coordinator of Student Services and School Culture and Climate Manager.
- Student behavior management training with Restorative Practices and full PD days dedicated to training staff on providing students with socio-emotional supports.
- Positive Behavior Support Systems Team meets and monitors the highest need for behavioral intervention and socio-emotional support.

- Student Success and Progress teams of staff and family members to assist students in improving poor academic, behavioral, and attendance metrics. Relationships among students and teachers continue to be a high priority for the school.

The suspension rate increased slightly for English learners by .3%, and for Students with Disabilities, 2.4%. A notable decline of 2.9% for Social Economically Disadvantaged and Hispanic has declined 3.1%. Using the Multi-Tiered process schoolwide is in place, with additional support and intervention provided through social-emotional learning and counseling. The key is ensuring that all stakeholders have the training, systems, and support needed to create an outstanding positive school climate each year.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Broad course of study including courses described in EC sections 51210 and 51220(a)-(i).

Programs and services developed and provided to unduplicated pupils, and Programs and services developed and provided to individuals with exceptional needs.

Metric/Method for Measuring: Student Transcripts

## **Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)**

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -

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

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -

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



Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					