

2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	17.0	62.2%	14.7%	0%	23.1%	0%	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)

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
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	N/A
Career Technical Education						N/A
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language						N/A

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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: ¹

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

The 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):

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	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)

- 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.

Building positive relationships with students and families is a pillar of our LAUSD-approved charter petition. As a charter school intentionally designed to be small, we view the relationship between the school and home as essential to student success academically, socially, and emotionally during the most challenging time in a person's development.

With class sizes of up to 27 students, teachers are expected to develop positive relationships with students and families. Through regular communication with parents/guardians, our teachers seek to partner with families and create a bond based on mutual trust and respect.

OUR SURVEY DATA STRENGTHS: Our 2023-24 Youth Truth Survey "Relationships" Theme data validates our efforts with families have been successful:

Families: "The degree to which families experience positive relationships in their school based on respect, care, and approachability." (91% positive; 4.35 rating); "Teachers and students care about each other." (87% positive); Communications & Feedback Theme (Overall 89% positive; 4.31 overall rating); Resources Theme (Overall 89% positive; 4.28 overall rating)

The school's administrative structure - four teams, each with a dedicated administrator - instruction, school climate & culture, community schools, and operations, has been crucial to our learning community's connection with our families. While the focus of each team is distinct, each has a responsibility to support teachers with family relationships in order to support the whole student. Additionally, members from each team serve on the MTSS and have roles in the McKinney-Vento support for students.

Instruction: The Coordinator of Instruction provides on-going oversight of the academic program and serves as a resource to teachers in communicating with parents/guardians about students' academic progress.

School Culture and Climate: The Coordinator of SCC is responsible for communicating and monitoring behavioral expectations of students. We have found that the involvement of the SCC Coordinator in the day-to-day activities of the school has contributed to students' sense of safety and having an administrator to support with social and behavior expectations.

Community Schools (CS): The Coordinator of Community Schools manages relationships with external agencies that provide support to our families in various areas. The CS Team works with other members of the administrative team and classroom teachers to ensure appropriate resources can be directed to students/families through our Tier II and III interventions, as well as counseling and mental health services, as needed.

Operations: The Operations Team is usually the first relationship parents establish with the school upon enrollment. The enrollment process along with grade-level events, allows for the development of a strong relationship with families.

Parents are welcome to contact teachers regarding their child's progress. The administrative teams described above are often involved with families to create a system of support for the student. Additionally, twice per year, we hold six days of in-person parent conferencing with teachers to discuss student progress.

Annually, the school holds a variety of cultural events representative of the ethnic and cultural backgrounds of our entire learning community. These events are intentionally integrated into our planning calendar each year to demonstrate respect for the various backgrounds of students, families, and staff. Over the years, they have become traditions, and the staff fully engages with students to understand the significance not only to the school but to the larger global context.

We also value parent involvement in our school— it helps their children understand their family values the school/education and serves as a source of pride when students see their parents on campus or participating in the school. It has also assisted in integrating new immigrants to the area by serving as a vehicle for parents to establish relationships with each other. We have been fortunate to have several parents who give their time to participate in School Advisory Council (SAC)/English Learner Advisory Committee (ELAC), and English Learner Parent Advisory Committee (EL-PAC), all of which have input and review our Local Control and Accountability Plan (LCAP). Highly involved parents have been our most important community ambassadors as they spread the word about the welcoming environment for parent voice and partnership at the school.

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

The Youth Truth Survey "Relationships" Theme questions aligned to building relationships seek to gauge different aspects based on the stakeholder group. For the 2024-25 academic year, we will prioritize actions/activities directed to the following Youth Truth Survey "Relationships" items:

Students: "The degree to which students feel they receive support and personal attention from their teachers." (51% positive; 3.55 rating); "Students from my school treat adults with respect." (45% positive); "The degree to which students feel welcome at their school and have collaborative relationships with their classmates." (49% positive; rating 3.49)

Staff: "The degree to which staff experience positive relationships in their school based on respect, care, and approachability." (44% positive; 3.88 rating)

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

The LEA continues to have strong relationships with families, as evidenced 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):

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	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)

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

The pre-service professional development in Summer 2023 included multiple sessions by Relay Graduate School of Education. Two sessions were specific to building relationships: "Harnessing Identity to Build Trust" and "Deepening Connections with Families & Students" (July 28, 2023). The school carried these themes through the academic year, and will do so again for the 2024-25 academic year.

Teachers are supported throughout the year through professional development building from the regular instructional coaching they receive from the Coordinator of Instruction. The Coordinators of Culture & Climate as well as the Community Schools Teams, regularly collaborate with administration to design relevant professional development for teachers to address PBIS implementation and MTSS. The school also has six days dedicated to individual teacher conferencing with parents (3 fall/3 spring). The average parent attendance for the school for the dedicated parent conferences over the current year exceeded 70%.

We maintain a section on the school website with resources for parents to assist the continuity of student learning at home, including direct links to various digital platforms. All of our curricula are digital and posted in Google Classroom for ease of student access at home, and available for parents to monitor at home. Parents also receive regular communications from teachers about the academic progress of their child; and parents receive a login to Infinite Campus so they can view student academic marks at any time. Teachers are available for conferencing by appointment throughout the year.

For special student populations, we have events and committees targeted to their needs. For example, this year we initiated SpEd Meet 'n Greet for both fall and spring semesters to better engage the parents of these students who may have gone "unseen" in their prior educational setting. This is aimed at ensuring parents that we are here to partner with them for their child's success in alignment with their IEPs.

Additionally, our ELAC/EL-PAC holds meetings aligned to data timelines to discuss the specific needs of the English learner population (e.g., CA Dashboard, state-verified data platform BOY-MOY-EOY; English Language Proficiency Assessments for California, reclassification consultation, etc.)

Our Board of Directors annually evaluates our parent involvement policy as a Title I school, and makes revisions accordingly. The SAC/PAC maintains the responsibilities of monitoring our Title I interventions. All parents are welcome to attend the meetings during the academic year and provide input on the program as it pertains to the performance of both our socioeconomically disadvantaged students and those in danger of not meeting standards.

OUR SURVEY DATA STRENGTHS Youth Truth Engagement Theme:

Families: “The degree to which families are engaged in their school and empowered to influence decision-making.” (Overall 86% positive; overall average rating 4.12); “My child is getting a high-quality education at this school.” (87% positive; 4.25 rating); “My school sets high expectations for students.” (88% positive; a decrease of 2%; 4.26 rating)

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

The Youth Truth Survey Engagement Theme questions aligned to building partnerships for student outcomes seek to gauge different aspects based on the stakeholder group.

Students: “The degree to which students perceive themselves as engaged with their school and education.” (Overall 53% positive, which is a decline of 3%; Overall average rating 3.49)

Staff: “Students are getting a high-quality education at this school.” (62% positive; 3.54 rating); “My school sets high expectations for students.” (62% positive; 3.85 rating)

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

Continue Parent Conference Days (6 days/year); increase parent engagement/attendance at schoolwide events; hold Fall & Spring SpEd events; set expectations for teacher communication "touch-points" about student progress; MTSS process

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5

Practices	Rating Scale Number
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)

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

As a small charter school, we seek to involve parents and other community members in providing input for decisions that impact the school. The current charter petition describes the formal governance structure of the organization. Our Board encourages and expects the leadership to provide multiple opportunities to families and staff to engage in discussions to inform site-level decision making, and feedback to the Board on issues faced by the school. All families and staff have opportunities to provide input on plans for school improvement, such as the LCAP and event planning.

While families are encouraged to participate in local governing board meetings and site-based committees, we know that these opportunities may be at inconvenient times. To address this, we hold monthly Café con los directores (Coffee with the Principal) as an informal setting for parents/families to share their thoughts on a wide range of issues and to raise concerns that require addressing by the administration.

Throughout the year, the school holds workshops geared to parents on supporting their child's learning, emotional well-being and wellness, bullying prevention, social media, college awareness, and readiness, among other topics. We maintain an "open door" policy for parents and staff to speak with the Executive Administrator about any concerns they may have related to the school and/or their child. Parents often use the open-door policy to meet with the executive administrator and other members of the administrative team.

Families:

- "The degree to which families are engaged in their school and empowered to influence decision-making." (Overall 86% positive; overall average rating 4.12)

Staff:

- "The degree to which staff feel engaged in their work and empowered to influence their schools." (Overall 73% positive; overall average rating 4.02)

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.

While the data analysis from families and staff do not demonstrate a "need," we continue to develop the capacity of our families and staff in participating in the various committees and engaging with our Board of Directors on policies/procedures and strategic planning that impact students, families and staff.

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.

Maintain accurate engagement activity calendar on the website; upcoming events/reminder SIS-programmed calls, emails and text messages; backpack letters

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school uses the national survey developed by Youth Truth to annually evaluate multiple indicators of school climate and culture. As of the 2023-24 administration of the survey, Youth Truth does not have a method for disaggregating the respondent data by demographic groups. We understand this functionality will become available for the 2024-25 school year. The survey assesses the following themes: engagement, relationships, culture, academic challenge, belonging, communication & feedback, school safety, resources for support, and professional development/support.

The MORCS Youth Truth report synthesized feedback from 417 respondents across all students, parents/guardians, support staff, teachers, and administrators. The response rate was 71%.

Overall Youth Truth Survey Results for MORCS 2023-24 by theme area:

Engagement: Students 53%, Families 86%, Staff 73%
Relationships: Students 51%, Families 91%, Staff 73%
Culture: Students 46%, Families 88%, Staff 46%
Belonging: Students 49%
Communication & Feedback: Families 89%
School Safety: Families 82%, Staff 67%
Resources: Families 89%
Professional Development & Support: Staff 75%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Strengths

Engagement: Families 86%

Relationships: Families 91%

Culture: Families 88%

Communication & Feedback: Families 89%

School Safety: Families 82%

Resources: Families 89%

Identified Needs

Engagement: Students 53%

Relationships: Students 51%, Staff 73%

Culture: Students 46%, Staff 46%

Belonging: Students 49%

School Safety: Staff 67%

Professional Development & Support: Staff 75%

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

- School Climate & Culture Team: Focus building relationships with students; school culture; student engagement; belonging
- Instruction Team: Focus student academic engagement; high-quality professional development & teacher support
- Operations Team: Focus on school safety

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)

All students have access to the broad course of study as described in the current charter petition. Our English learners receive the required ELD instruction to support their acquisition of English language mastery over the course of their enrollment. Students with Disabilities have full access to the core instructional program to prepare them for the rigors of high school/post secondary goals in alignment with their respective IEPs. These students also receive push-in support in their core courses, as well as designated supports from the RSP Teacher. Access to the broad course of study is monitored by review of the master schedule during the summer and winter prior to student programming using the SIS.

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)

100% of students have access to/are enrolled in a broad course of study described in the charter petition.

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)

We do not have any barriers to providing access to all students to the broad course of study described in the charter petition.

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)

All students have access to the broad course of study. We do not require any revisions or additional actions. 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 for individuals with exceptional needs are provided as outlined in students' IEPs.