





# 2023-2024 LCAP Local Indicators

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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.

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



## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

- 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)

## ***Parental Involvement and Family Engagement***

### **Self-Reflection & Parent Survey Results**

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

*Self-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 for Student Outcomes

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

*Self-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 for Decision-Making

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

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

## ***School Climate***

CA Healthy Kids Survey Results Summary Provided to the Board in Spring 2023. Areas of strength are physical and socio-emotional safety and areas for improvement include adult/student relationships [all kids feeling that at least one adult cares about them], student mental health supports and students feeling more satisfied about their classroom experiences, teacher support and extra-curricular options.

[CA Healthy Kids Survey 2023-2024](#)

## ***Access to a Broad Course of Study***

- As part of Governing Board Policy and OMI's mission to graduate cadets strongly prepared for work at prestigious universities, all students are enrolled in an A-G pathway for UC/CSU eligibility. A-G is a broad course of study that comprises 15 different courses in English, Math, Science, Social Studies, World Language, Visual and Performing Arts and general electives, which also include Dual Enrollment courses receiving Community College units.