



The Academy of Alameda Elementary Local Indicators

2021-2022

Presentation to the AoA Board Of Directors (6/23/2022)

The Academy of Alameda
Public Schools

Local Indicator Overview

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

1. Annually measure its progress in meeting the requirements of the specific LCFF priority.
2. 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 LCAP.
3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.



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

ITEM	RESPONSE
Number/percentage of misassignments of teachers of ELs	0
Total teacher misassignments	0
Vacant teacher positions	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
Number of identified instances where facilities do not meet the “good repair” standard	0



Priority 2 - Implementation of State Academic Standards

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.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rating Scale

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



Priority 2 - Implementation of State Academic Standards

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.

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

Rating Scale

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



Priority 2 - Implementation of State Academic Standards

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).

ACADEMIC STANDARD	RATING
ELA – Common Core State Standards for ELA	5
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	5
History-Social Science	4

Rating Scale

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



Priority 2 - Implementation of State Academic Standards

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

ACADEMIC STANDARD	RATING
Career Technical Education	N/A
Health Education Content Standards	4
Physical Education Model Content Standards	5
Visual and Performing Arts	4
World Language	4

Rating Scale

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



Priority 2 - Implementation of State Academic Standards

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).

ACADEMIC STANDARD	RATING
Identifying the professional learning needs of groups of teachers or staff as a whole	N/A
Identifying the professional learning needs of individual teachers	5
Providing support for teachers on the standards they have not yet mastered	5

Rating Scale

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



Priority 3 - Parent and Family Engagement

Building Relationships

ACADEMIC STANDARD	RATING
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.	4
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.	4

Rating Scale

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



Priority 3 - Parent and Family Engagement

Building Partnerships for Student Outcomes

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

Rating Scale

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



Priority 3 - Parent and Family Engagement

Seeking Input for Decision Making

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

Rating Scale

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



Priority 6 - School Climate

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).

AREA	DEFINITION	RESPONSE
DATA	Key Learnings	The majority of students report feeling connected to each other and to the staff. They also feel welcomed at school, that they belong and that they feel safe both physically and emotionally.
MEANING	Growth, Challenges, Barriers	While the majority of students feel connected, a deep sense of belonging, and safe physically and emotionally, our goal is to continually strengthen all aspects of our program so that we have an effective, inclusive culture for all students.
USE	LEA Response	In response to the pandemic, we are implementing a social emotional screener to identify students who are experiencing challenges as well as to monitor students' social emotional health through our COST process. We are also implementing social emotional curriculum and adding mental health services.



Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>1. 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</p>	<p>Tracking the amount of time students are pulled from class as well as the corresponding enrichment learning opportunities that they missed.</p>
<p>2. Summary of the extent to which all students have access to, and are enrolled in, a broad course of study.</p>	<p>The vast majority of students have equal access to all of our course offerings. The only time when some students do not is when they are pulled from class to receive pull-out services in special education and reading. Every attempt is made to minimize the amount of time that a given student would miss from class and the support provider attempts to vary when a student is pulled from class so they do not miss too much learning time in a particular class.</p>



Priority 7 - Access to a Broad Course of Study

LEA narrative summary of the extent to which all students have access to and are enrolled in a broad course of study

PROMPT	RESPONSE
<p>3. Identify the barriers preventing the LEA from providing access to a broad course of study for all students.</p>	<p>Historically, the only reason that some students did not have not access to all courses fully is if they were pulled out for portions of a course (usually during an enrichment period during the day) to receive support services in reading or in special education.</p>
<p>4. What revisions, decisions, or new actions will the LEA implement to ensure access to a broad course of study for all students?</p>	<p>We are providing more push-in support services for students during class - especially in ELA. One of our LCAP goals this year is to provide alternative enrichment opportunities to any student who needs to be pulled out of class to receive additional support (if it can not be implemented in the classroom). The enrichment opportunities would occur during the school day or in our after-school program.</p>

