Local Indicators Data

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6/17/2021

MAKING WAVES ACADEMY

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Local Indicators Overview

Purpose and Requirements

Data is not collected at the state level for some priority areas.

For each of these priority areas, local educational agencies (LEAs) must:

1. Measure progress annually,

2. Report results at a regularly scheduled public meeting of the local governing board, and

3. Upload and publicly report the results through the CA School Dashboard

Why Local Indicators?

- Reflects the emphasis on 'local control'

- LEAs measure priorities that are oriented more to implementation measurement rather than summative outcome

- Important for the local community to understand the holistic picture of a LEAs progress

Local Indicators by Priority

Local Control Funding Formula Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students (COEs only)
Priority 10		Coordination of Services for Foster Youth (COEs only)

Note: This slide is excerpted from training materials prepared by CCSESA members which occurred in October and December 2016.

State versus Local Performance

	State	Local
Performance Level		Met Not Met Not Met for Two or More Years
Performance determined by...	The state, based on status and change	The LEA, based on state-created standards
Example		

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

Appropriately Assigned Teachers

There are two primary sets of regulations that Making Waves Academy (MWA) adheres to with regards to teacher credentials:

Regulations defined by the Commission on Teacher Credentialing (CTC) which stipulate that all educators employed at Making Waves Academy must hold a valid CA teacher credential, permit or waiver and; Assembly Bill 1505 (AB1505) which requires that all new teachers, as of the 2020-21 school year and beyond, are required to hold the required credential for their assignment – as required of teachers in district schools – with no exceptions. The law gives teachers currently employed at charter schools during the 2019-20 school year up to five years (until July 1, 2025) to obtain the required credential for their assignment.

The Human Resources Department (HR) monitors compliance to CTC and AB1505 requirements by:

- Actively participating in the hiring/screening of MWA faculty candidates to ensure they hold a teacher credential upon hire and;
- Supporting presently employed educator's to make adequate progress towards their credential by guiding them through applications/requirements for permits and/or waivers that allow them to teach in the State of California.
- Regularly monitoring the confidential Teacher Credential Database sheet to determine any misassignments that require correction.

Misassignments reported for the 2020-2021 school year:

December 2020: 8 misassignments were reported

June 2021: 3 misassigments exist and are receiving support to make corrections in collaboration with our credential service provider.

For those that do not hold a Clear credential status, HR monitors the issuance of the credential, permit or waiver types available until the educator reaches Clear credential status. In the event that an educator is unable to meet certain milestones towards earning a Clear credential on their own, HR creates a teacher plan that outlines milestones, deadlines, and expectations that must be met to continue employment at MWA.

Data Steward(s): Human Resources (Fe Campbell, Meuy Saechao)

Access to Curriculum-Aligned Instructional Materials

Data source(s)

- Assigned textbooks for students enrolled in classes requiring specific books.

How data informed analysis

The operations team works closely with the academic team to determine yearly inventory and need for textbooks. Each summer when books are collected our textbook inventory system is updated and the list is then compartment to projected enrollment in preparation for the fall.

Big Takeaway(s)

- MWA has a process to ensure that all students have access to the required class materials to be successful in their classes.

Safe, Clean and Functional School Facilities

Data source(s)

- **The FIT**
- **Data sheet**
- **Regular walkthroughs**

How data informed analysis

The operations team utilizes the FIT to determine ratings on the different facilities categories as well as the maintenance ticket requests to determine what repairs are needed and prioritize work that has to be completed.

Big Takeaway(s)

- **The MWA facilities are relatively new and the operations team has a system to ensure that there is regular upkeep to maintain the good conditions.**

Priority 2 - Implementation of State Academic Standards

Priority 2 - Implementation of Academic Standards

Data source(s)

- **Classroom Evaluations**

How data informed analysis

We used classroom observations and unit planning deep dives to inform our assessment of this priority.

Big Takeaway(s)

- **We have adopted standards aligned materials in Math/English and ELD and have prioritized training on these subject areas.**

- **We have adopted standards aligned materials in Science aligned to the NGSS standards and look forward to refining our walkthrough look fors.**

- **We have adopted new History curriculum in the Middle School, however are anticipating the approved standards for History and Social Science to be released by the CDE.**

Priority 3 - Parent and Family Engagement

Priority 3 - Parent Engagement

Data source(s)

- **Family Engagement Survey Data, and**
- **Participation rates**

How data informed analysis

We analyzed stakeholder feedback and progress to goals.

Big Takeaway(s)

- **We implemented a number of engagement sessions in a distance setting including SSC, ELAC, Saturday Parent Meetings, Chat and Chews, Back to School Day and Family Conferences.**

- **We implemented systems to ensure consistent family communication and updates.**

- **We refined our Wave Representative process and procedures.**

Priority 6 -
School Climate

Priority 6 - School Climate

Data source(s)

- School Culture & Climate Surveys (Fall and Spring)

How data informed analysis

Categorized and assessed survey responses from all Wave-Makers via the following big bucket themes:

- Rigorous Instruction,
- SEL Well-Being, and
- Student Support & Safety

Big Takeaway(s)

- **Wave-Makers academy-wide agree or strongly agree with the following:**
  - **75% Wave-Makers believe that MWA is providing a rigorous instruction that includes high academic/behavior expectations, academic challenge, and teachers not only encourage/support but adjust to how they learn best.**
  - **Feel supported to be successful in school (~80%)**
  - **When they cause harm, teachers/deans help them to make things right (~70%)**
  - **When they are harmed teachers/deans help them to address and resolve the issue (~66%)**
  - **Over 75% Wave-Makers believe that their teachers and staff treat them fairly and make them feel like they belong.**
  - **Over 75% Wave-Makers believe that MWA is preparing them to be successful in college & beyond, will help them achieve their life dream.**
- **Top Concerns that Wave-Makers are worried/very worried about:**
  - **Getting Good Grades (~69%)**
  - **During distance learning not being able to be with classmates (~42%)**
  - **Conflict with other students/Bullying (~38%)**

Priority 7 - Access to a Broad Course of Study

Priority 7 - Access to a Broad Course of Study

Data source(s)

- **Curriculum documents**
- **Course schedule**

How data informed analysis

We analyzed our progress to goals.

Big Takeaway(s)

- **MWA has made adequate progress towards our goals to build out CTE pathways and is currently offering our students access to a broad course of study.**

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