

CA Dashboard

Local Indicators

El Camino Real Charter High School

Fall 2019

Local Indicators

Priority 1: Basic Services

Priority 2: Implementation of State and Academic
Standards

Priority 3: Parent Engagement

Priority 6: School Climate

Priority 7: Access to Broad Course of Study

Local Indicators

Five indicators based on information collected by school districts, county offices of education and charter schools.

Districts receive one of three performance levels on the 5 local indicators based on whether they have collected and reported local data.

- Met
 - Not met
 - Not met for two or more years
-

Priority 1: Basic Services

STANDARD: LOCAL EDUCATIONAL AGENCY 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.

	Fall 2017	Fall 2018	Fall 2019
Number/percentage of misassignments of teachers of English learners	0	0	0
Total teacher misassignments	1	0	0
Vacant teacher positions	0	1	1
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0	0	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	0	0	0

Priority 2: Implementation of Academic Standards

STANDARD: LOCAL EDUCATIONAL AGENCY ANNUALLY MEASURES ITS PROGRESS IMPLEMENTING STATE ACADEMIC STANDARDS.

Rating Scale (lowest to highest):

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



Priority 2: Implementation of Academic Standards

1. RATE THE LOCAL EDUCATIONAL AGENCY'S PROGRESS IN PROVIDING PROFESSIONAL LEARNING FOR TEACHING TO THE RECENTLY ADOPTED ACADEMIC STANDARDS AND/OR CURRICULUM FRAMEWORKS IDENTIFIED BELOW:

	Fall 2017	Fall 2018	Fall 2019
English Language Arts – Common Core State Standards for English Language Arts	3	3	3
English Language Development (Aligned to English Language Arts Standards)	3	3	3
Mathematics – Common Core State Standards for Mathematics	3	3	3
Next Generation Science Standards	2	3	3
History-Social Science	3	3	3



Priority 2: Implementation of Academic Standards

2. RATE THE LOCAL EDUCATIONAL AGENCY'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.

	Fall 2017	Fall 2018	Fall 2019
English Language Arts – Common Core State Standards for English Language Arts	3	3	3
English Language Development (Aligned to English Language Arts Standards)	3	3	3
Mathematics – Common Core State Standards for Mathematics	3	3	3
Next Generation Science Standards	2	3	3
History-Social Science	3	3	3



Priority 2: Implementation of Academic Standards

3. RATE THE LOCAL EDUCATIONAL AGENCY'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)

	Fall 2017	Fall 2018	Fall 2019
English Language Arts – Common Core State Standards for English Language Arts	3	3	3
English Language Development (Aligned to English Language Arts Standards)	3	3	3
Mathematics – Common Core State Standards for Mathematics	3	3	3
Next Generation Science Standards	3	3	3
History-Social Science	3	3	3



Priority 2: Implementation of Academic Standards

4. RATE THE LOCAL EDUCATIONAL AGENCY'S PROGRESS IMPLEMENTING EACH OF THE FOLLOWING ACADEMIC STANDARDS ADOPTED BY THE STATE BOARD OF EDUCATION FOR ALL STUDENTS.

	Fall 2017	Fall 2018	Fall 2019
Career Technical Education	4	4	5
Health Education Content Standards	4	4	5
Physical Education Model Content Standards	5	5	5
Visual and Performing Arts	5	5	5
World Language	5	5	5



Priority 2: Implementation of Academic Standards

SUPPORT FOR TEACHERS AND ADMINISTRATORS

5. DURING THE 2016-17 SCHOOL YEAR (INCLUDING SUMMER 2016) OR DURING THE 2017-18 SCHOOL YEAR (INCLUDING SUMMER 2017), RATE THE LOCAL EDUCATIONAL AGENCY'S SUCCESS AT ENGAGING IN THE FOLLOWING ACTIVITIES WITH TEACHERS AND SCHOOL ADMINISTRATORS.

	Fall 2017	Fall 2018	Fall 2019
Identifying the professional learning needs of groups of teachers or staff as whole	3	4	4
Identifying the professional learning needs of individual teachers	3	4	4
Providing support for teachers on the standards they have not yet mastered	3	3	3

Priority 3: Parent Engagement

STANDARD: LOCAL EDUCATIONAL AGENCY ANNUALLY MEASURES ITS PROGRESS IN:
(1) SEEKING INPUT FROM PARENTS IN DECISION MAKING; AND
(2) PROMOTING PARENTAL PARTICIPATION IN PROGRAMS.

Each year in the spring, El Camino administers a survey to parents of current students to assess their perception of the school.

Questions pertain to their perception of the school's:

- cleanliness,
- safety,
- how welcoming the school is,
- information flow,
- and its fairness, among others.

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These questions serve as the underpinning for many of the data points that support its work on Goal 4 in the Local Control Accountability Plan (LCAP):

Build parents' capacity as partners in supporting and monitoring their child's educational progress.

Of the 22% of parents/families that completed an annual needs assessment and school climate survey:

- 68% of parents that agree or strongly agree "The school encourages me to participate in parent groups.
- 74 % of parents/guardians agree or strongly agree that "I feel welcome to participate at the school." The school's full survey was administered online.

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Additionally, 8% of the families at ECR participate in one of the following advisory committees:

- School Site Council,
- English Language Advisory Committee,
- Village Nation,
- La Familia,
- and Friends of ECR.

This is up 3% from 2017-18.

All of the advisory groups have an administrator in attendance and takes their view, opinion, and ideas to the whole leadership team monthly.

Priority 6: School Climate

STANDARD: 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).

The local school climate survey was administered during Fall 2018 to the senior class.

Since it is administered at least every other year, it is scheduled to be administered during the 2019-20 academic year.

To measure pupil engagement, the following internal data has been collected for the 2018-19 academic year:

	School-Wide	African American	Latino/Hispanic
Chronic Absenteeism	13%	9%	13%
Graduation Rate	96%	92%	95%

Chronic Absenteeism rate metric goal was above our goal of 8%.

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To continue ensuring school safety and connectedness, the LCAP committee has developed personalized student support, which include:

- providing non-academic supports that meet the holistic needs of the students,
- developing professional development track to help teachers reach students from different subgroups,
- the safety committee meets monthly and includes all stakeholders,
- students safe school Binders Volume I, II and III are update with the Safety committee and available for all stakeholders,
- and student surveys and LCAP action steps are embedded in the school culture and utilized as feedback for administration.

Metrics in our LCAP Goal 3 were created with purpose to determine the success of our students in these areas.



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Action Steps to ensure personalized support and school connectiveness include, but not limited to:

1. Expanding intervention services during after school hours;
2. Summer Bridge Program for incoming 9th graders;
3. College and Career Readiness;
4. La Familia and Black Student Union clubs;
5. Foster Youth/Homeless outreach to parent/foster guardians and group home agencies; and
6. Student Success Team for struggling students

Priority 7: Access to Broad Course of Study

STANDARD: LOCAL EDUCATIONAL AGENCIES (LEAS) ANNUALLY MEASURE THEIR 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 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 NEED.

The use of different measures and tools to track the extent of access and enrollment in a broad course of study include:

- School-wide class schedule analysis;
- Master schedule class enrollment analysis;
- Individualized Education Plans;
- Individualized Graduation Plans; and
- Reclassification rates.

Performance Levels Summary of Local Indicators

Priority 1: Basic Services	MET
Priority 2: Implementation of State and Academic Standards	MET
Priority 3: Parent Engagement	MET
Priority 6: School Climate	MET
Priority 7: Access to Broad Course of Study	MET
