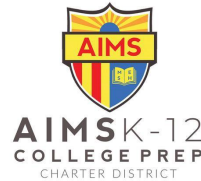


American Indian Public Charter School II California School Dashboard Local Indicators 2022-2023



CA Dashboard

What Is the California School Dashboard?

The California School Dashboard (or the Dashboard) is an online tool that shows parents and communities how schools and districts are performing on test scores, graduation rates, and other measures of student success. These multiple measures of success reflect California's new accountability system, which is based on the ten priority areas of the Local Control Funding Formula (LCFF) available at <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>.

Local Indicators

Local indicators are a part of a seamless accountability system that:

- Reflects the emphasis on 'local control'
- Enables LEAs to measure its progress using local data
- Provides valuable information necessary for stakeholders to engage in meaningful engagement with a holistic understanding of local successes and challenges
- Informs the Local Control and Accountability Plan (LCAP) planning process

Local Indicators

Priority 1:

- **Basic Services and Conditions**

 - Teacher misassignment

 - Student access to instructional material

 - Conditions of school facilities

Priority 2:

- Implementation of State Academic Standards

Priority 3:

- Parent Engagement

Priority 6:

- School Climate

Priority 7:

- Access to a Broad Course of Study

AIPCS II - Priority 1

Priority 1 - Basic Services and Conditions: Met

- Teacher misassignment - 28.12*
- Student access to instructional material - 100%
- Conditions of school facilities - Good

Teacher credentialing continues to be a priority. Several teachers who are in need of clearing their preliminary credential participated in the induction program, a cost for which the school pays.

We ensure all of our students have access to standards-aligned instructional materials including technology devices and internet access for use at home.

Facilities are checked and maintained throughout the year. The school created a partnership with an on-site janitorial company to provide daily cleaning and maintenance services. This provided students a healthy and inviting learning environment where they are protected from physical and emotional harm and is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop and that allow them to succeed even in difficult circumstances. We believe safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

*This is an estimate - CalSAAS reporting is not yet available for calculation

AIPCS II - Priority 2

Priority 2 - Implementation of State Academic Standards: Met

The focus for this academic school year was to address the learning deficits from the years of the pandemic and virtual learning. Our goals included learning about students and their proficiency at the start of the year, monitoring all students with quarterly benchmarks, introducing data to the teachers, and having teachers learn how to make plans using this data.

Every year, we get a lot of students that are new to our district from various schools. To address any learning gaps that might have occurred during the pandemic, all students took a prerequisite skills test the very first day of school. The results of these assessments helped teachers and administrators pinpoint the students that were struggling the most. From the first day forward, the school community helped to develop individualized performance improvement plans to help each student to become proficient.

Throughout the year, benchmark assessments were given quarterly. There were a total of 8 benchmarks that assessed reading, writing, language, and mathematics. Teachers were able to track the progress of each student, their entire class, and their peers at the same grade level. With our new data program, Unified Insights, every student at the school had an individualized student profile with a history of past academic scores, as well as their current proficiency. Teachers were able to see relationships between academic grades, assessments, behavior details, and attendance. With this data, teachers were trained on how to create these individualized learning plans by creating experiences tailored to the students' needs.

AIPCS II - Priority 3

Building Relationships between Schools Staff & Families

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. *

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's Answer: 4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

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's Answer: 5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

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's Answer: 4 – Full Implementation

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. *

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's Answer: 5 – Full Implementation and Sustainability

AIPCS II - Priority 3 - Narrative

Building Relationships between Schools Staff & Families Narrative

1. 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.

The LEA's current strengths and progress in building relationships between school staff and families is sharing weekly staff memo with school staff to outline resources and upcoming events. Additionally, families receive memo using language that is understandable by translating our memos to various languages. The school also holds SSC meetings, orientations, and Back to School Night for classroom walkthroughs school staff and families engagement.

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 LEA's focus areas for improvement relationships between school staff and families is increasing their participation during SSC meetings.

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 will improve engagement of underrepresented families will continue to send detailed memo translated in various languages and attaching surveys in various languages to provide feedback or ask questions regarding events and volunteer opportunities for SSC participation.

AIPCS II - Priority 3

Building Partnerships for Student Outcomes

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. *

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's Answer: 4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *

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's Answer: 3 – Initial Implementation

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. *

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's Answer: 4 – Full Implementation

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. *

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's Answer: 4 – Full Implementation

AIPCS II - Priority 3 - Narrative

Building Partnerships for Student Outcomes Narrative

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.

LEA's current strengths and progress in building partnerships for student outcomes is communicating with families by sending progress reports every three weeks and report cards at the end of each quarter. Additionally, teachers meet with families at the beginning of the school year to discuss expectations, grading policy, and learning outcomes. Furthermore, the school holds a family orientation to discuss academic expectations, school culture, and attendance policy. There are mandatory parent and teacher conferences for teachers to communicate student progress.

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.

Focus areas for improvement in building partnerships for student outcomes is creating a pacing guide to share with families and students. The pacing guide will support with outlining the expected learning outcomes and CCSS.

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.

The school will share syllabus outlining grading policy, pacing guides, learning expectations and outcomes.

AIPCS II - Priority 3

Seeking Input for Decision Making

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. *

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's Answer: 4 – Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *

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's Answer: 4 – Full Implementation

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. *

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's Answer: 4 – Full Implementation

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. *

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's Answer: 4 – Full Implementation

AIPCS II - Priority 3 - Narrative

Seeking Input for Decision Making Narrative

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.

The LEA's current strengths and progress in seeking input for decision-making is by holding SSC meetings and LCAP advisory committee to give input on educational plans and funding allocation.

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.

The LEA's focus areas for improvement in seeking input for decision-making is increasing the participation for school staff and families during SSC meetings and LCAP advisory.

3. 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.

The LEA's focus areas for improvement in seeking input for decision-making is increasing the participation for school staff and families during SSC meetings and LCAP advisory. Sending surveys and memo with translated languages.

AIPCS II - Priority 6

Priority 6 - School Climate: Met

We conducted an annual survey to get results on school climate. The survey is given to K-8th Grade students & families. Below are the results for students and families.

Student Survey (Strongly agree or agree responses)

1: At school I am able to do my work without worrying about my physical and/or emotional safety. 85.47%

2: I feel I am part of this school. 79.48%

3: Teachers and other grown-ups at school care about me. 87.00%

Family Survey (Strongly agree or agree responses)

1: At school my child is able to do his/her work without worrying about his/her physical or emotional safety. 94.93%

2: This school has a supportive learning environment for my child. 92.75%

Providing students a healthy and inviting learning environment where they are protected from physical and emotional harm is essential to the mission of our schools. Safe schools are not just places with advanced security procedures. They are also places that help students develop that allow them to succeed even in difficult circumstances. Safe schools encourage healthy behaviors that help students learn about fitness, nutrition, and healthy choices.

AIPCS II- Priority 7

Priority 7- Access to a Broad Course of Study: Met

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.

There are no barriers preventing the LEA from providing access to a broad course of study for all students. AIMS provides all students access to courses to meet and exceed state standards.

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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Students identified as EL attend all mainstream classes with classroom teachers who have attained their English Learner Authorization and have received professional development in designated and integrated ELD instructional strategies. Emerging level EL students do also receive pull-out intervention, however this intervention time is limited to 30 minutes and does not interfere with core subjects in the students' mainstream course of study.

AIPCS II- Priority 7

Priority 7- Access to a Broad Course of Study: Met

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.

AIMS provides all students access to courses to meet and exceed state standards.

A potential barrier preventing the LEA from providing access to a broad course of study for all students, might be the consideration of students receiving special education services outside of the general education class. However, students receiving support services outside of the general education setting are done so only after careful review with the IEP team determining the least restrictive environment for students to receive educational benefit. Presently, students with disabilities participate in the general education setting no less than 90%, during which they are in the regular class, extracurricular activities and non academic activities. Therefore, AIMS provides all students access to a broad course of study to meet and exceed state standards.

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?

In previous years, Newcomer students attended separate core classes for ELA and were not integrated into the same broad course of study as non-Newcomer students. Now our LEA ensures that all EL students, including Newcomers, are enrolled in and have access to all of the same broad course of study as our non-EL students.

LCAP goals have been created that call for review and monitoring of the English language arts and mathematics CAASPP testing scores of students with disabilities, across K-12 grades.