

Local Performance Indicator Quick Guide

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 a LEA to:

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

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

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), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its 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 (EC)* 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 needs; the LEA then reports

the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions- 1
- 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 (including deficiencies and extreme deficiencies)- 0

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

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

TRCS is using the following tools to track our progress in implementing the state academic standards adopted by the state board:

Smarter Balanced Assessment System of California (SBAC) English Language Arts, Mathematics and Science scores- We use this tool because it is mandated by the state of California and provides a snapshot of student progress at the end of each year. The NorthWest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment scores- We selected this tool to measure student progress in Math, Reading and Language Usage over time. Students take this assessment two or more times per year and data collected provides valuable information on student progress towards standards and our effectiveness in teaching them. Aleks is a research-based, online learning program we use for Math and data collected helps inform our progress towards standards. Also, by developing and issuing student's standards based report cards each semester, teachers and administration are able to track progress in our implementation and effectiveness of the standards based curriculum.

TRCS recently adopted Common Core aligned Math and English Language Arts (ELA) curriculum for our grades 1-8 classrooms. Regular formative and summative assessment using the tools provided by the curriculum help us track our progress in meeting the standards. Before the pandemic, teachers received training on the Next Generation Science Standards (NGSS) and we will adopt NGSS aligned curriculum 2022-23. Each year, standards are reviewed in all subjects as teachers design pacing guides and lesson plans using a variety of sources for standards in all subjects.

Students took the SBAC in spring of 2022 For all students (61 students), ELA scores are .8 points below standard. This is a 2.9 point decrease from SY18-19 (before the Covid 19 Pandemic). Math scores are 34 points below standard. This is a 18.4 point decrease from SY18-19.

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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 Relationships	1	2	3	4	5
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.					5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				4	
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	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Engaging, involving and supporting our families is a strength of our small charter school. The first half of the 2021-22 school year continued to present challenges as our campus was closed to visitors and volunteers due to Covid restrictions. In the Spring of 2022 we were able to hold in person gatherings and had amazing attendance. We were finally able to hold in person events mixing student groups and inviting families to campus. We held a Spelling Bee, Awards BBQ, Fun Fair with family volunteers and 8th Grade Promotion.

We were very successful in the 2022-23 school year re-engaging families. Survey results, attendance at evening events for families and high level of volunteer engagement in school activities and improvements demonstrated this success.

One area for improvement is to increase the number of families of our English Learner students that attend group meetings and school events. In the coming year we will implement the Parent Square platform as a means to communicate with families. This tool provides translations to Spanish for all communications for families and we believe this will greatly increase access to information for our EL families.

Building Partnerships for 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

Building Partnerships	1	2	3	4	5
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	

<p>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.</p>					<p>5</p>
<p>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.</p>				<p>4</p>	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The partnership between parents, teachers and administration is a focus at our school. Families are central to the success of students at school and we provide opportunities for parents/guardians/caregivers to meet with teachers to discuss student progress regularly with mid-semester progress reports and report cards each semester (Parent Teacher Conferences). Family members are regularly invited to contact teachers and the administrator in our bulletins and communications home. Many of our parents are actively involved in their student's education, participate in school wide events and keep an open line of communication with the teachers and the administrator. Quarterly Parent Teacher Network (PTN) meetings are another opportunity for engagement.

An area for improvement that we have identified through feedback from educational partners as we emerge from pandemic restrictions is to provide more opportunities for families to engage, participate and get involved. We plan to do this by welcoming back classroom volunteers in the 22-23 school year, welcoming adult family volunteers to offer after school sessions in their area of expertise and holding academic themed and parent education evening events.

Seeking Input for 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

Seeking Input	1	2	3	4	5
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	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

A major strength in this area is the high value that TRCS has for teacher voice and inclusion in decision making. Our teaching staff and administrator meet weekly and teachers provide input and help design and drive school programs, activities and family engagement strategies. The staff as a whole meets regularly to give input and design systems within the school together.

Surveys for families, students and staff are an effective tool we use to gather stakeholder input. An area for improvement that will better engage our underrepresented families is to provide hard copies and Spanish versions of surveys and translated to increase participation and access to providing input for all stakeholders. More frequent surveys will also improve engagement.

School Climate (LCFF Priority 6)

LEAs will provide a 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, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

TRCS administered surveys to students and families in the spring of 2023. We learned that 100% of our families are satisfied or very satisfied overall with TRCS (gave a score of 3 or 4 out of 4). We gathered data from families about their perspectives on relationships with teachers and staff, effectiveness of curriculum, effectiveness of learning environments and more. We received positive feedback and gained ideas for improvement. Students were surveyed regarding feelings of safety, cleanliness of the school, relationships with teachers and staff, etc. A key takeaway was that 80% of students feel safe at school. We also learned that only 76% feel that the school is clean which is an increase from last year.

- **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

Through these surveys we have data to inform our LCAP goals and actions to meet the needs of all stakeholders. One key learning is that TRCS should continue to grow our afterschool offerings and student support programs. Upgrading and maintaining our facilities is a priority of both families and staff and more resources should be put into cleanliness of the school. The school climate is overall viewed as positive by families and students and we should continue with our REACH Program that is the foundation of our school culture: Respect, Empathy, Achievement, Citizenship, and Hard Work.

2. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

We will focus on our student programs such as an extensive after school program, sports offering, school breakfast and lunch program, reading support, tutoring and Homework Club. We will continue to work on improving our facilities. We will apply continued focus on the REACH Program.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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. (response limited to 1,500 characters)

Our four teachers work collaboratively with each other and with the School Director in designing and implementing curriculum, pacing guides and lesson plans. Our team meets weekly and supports each other in ensuring that a broad course of study is provided for all students. We have many eyes on our small student body and we use an array of online programs to assess our students and monitor progress. These measurement tools include Northwest Evaluation Association (NWEA) Assessments, Smarter Balanced Assessments and Aleks math. Part of our Multi Tiered Systems of Support (MTSS) program is to make sure everyone has equal access regardless of group.

Teachers consult the School Director in preparation for the school year as curriculum and materials that ensure a broad course of study are ordered. Teachers are evaluated by the School Director annually using our evaluation tool that includes teacher observations by the Director and other teachers, consultation and goal setting. We have adopted Common Core aligned curriculum for English Language Arts and Math, and this year we adopted Next Generation Science Standards aligned curriculum. Curriculum and learning materials used for all subjects in the broad course of study are listed in our School Accountability Report Card.

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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

TRCS has one school site and one classroom for each two grades (totalling 4 classes). All students for each grade span have access to the same course of study. We provide extra academic support for students in all groups by providing a full time classroom aide in each of the four classes. We provide additional Reading Intervention support for students from any student group who need extra support in bringing literacy skills up to grade level. We provide additional regular support for English Learners and students with exceptional needs students who have an Individualized Education or 504 Plan. We have made great progress in recent years in developing additional supports and programs,

such as our Reading Intervention Program, that ensure access to the broad course of study for all students.

2. 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. (response limited to 1,500 characters)

One barrier our team has identified to providing access to a broad course of study is the high stakes emphasis placed on scores for ELA and Math state testing. In order to prepare students for annual testing, teachers must dedicate a majority of time and energy to these two subjects.

A second barrier is a result of our small school and staff. Our classes, with students in grades 1-8, are self contained without additional “specials” teachers as in larger schools for subjects such as PE, art, library and garden, for example.

3. 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? (response limited to 1,500 characters)

One way we have addressed these barriers is by adopting an ELA curriculum that integrates Social Studies, Science and Visual and Performing Arts. Secondly, we have developed a school wide electives program where students have access to a broad array of elective options. We also have a music program.

New actions we will implement are to provide additional support staff and to partner with community organizations to assist teachers in delivering Physical Education and Health standards.