



TEACH
PUBLIC SCHOOLS

FALL 2019 CA DASHBOARD
LOCAL INDICATORS REPORT FOR THE
TEACH PREPARATORY ELEMENTARY
SCHOOL GOVERNING BOARD
SEPTEMBER 25, 2019

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes **TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's ("TEACH Preparatory Elementary School")** Local Indicators Self-Reflection Report for the Fall 2019 CA Dashboard Local Indicators submission.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **0**
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

NARRATIVE:

N/A

PRIORITY 2: Reflection Tool for Recently Adopted Academic State Standards and/or Curriculum Frameworks

LEAs are required to rate each of the following 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

TEACH Preparatory Elementary School selected Option 2 Reflection Tool:

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 Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

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 Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	

Academic Standards	1	2	3	4	5
Next Generation Science Standards			X		
History-Social Science				X	

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 Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

OTHER ADOPTED ACADEMIC STANDARDS

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Academic Standards	1	2	3	4	5
Career Technical Education	<i>NOT APPLICABLE</i>				
Health Education Content Standards	<i>NOT APPLICABLE</i>				
Physical Education Model Content Standards			X		
Visual & Performing Arts	<i>NOT APPLICABLE</i>				
World Language	<i>NOT APPLICABLE</i>				

NOTE: Career Technical Education, Health Education, VAPA and World Languages do not apply to TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary based on its educational program outlined in the school's charter petition and it serves grades TK-2.

SUPPORT FOR TEACHERS & ADMINISTRATORS

- 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).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers			X		
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative (Limited to 1,500 characters)

- Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

PRIORITY 3: Parent & Family Engagement Self Reflection Tool

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.				X	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.					X
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.				X	

Dashboards 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.

TEACH Preparatory Elementary School, a school in the TEACH Public Schools network, has been developing strong systems to allow our families are engaged and consistently communicated on activities in our school. For example, TEACH has partnered with ParentSquare, our online parent engagement & communication system, that allows teachers, administrators and staff to communicate in the families language upcoming events, etc. as well as daily attendance notifications. In addition, we’re working towards developing monthly family engagement events such as Coffee with the Principal, Monthly BBQ Q&A w/ TEACH Preparatory Elementary School’s Leadership, etc. We hope to achieve this with continuous feedback from our constitutes to improve our activities, as well as ensure each of our offices are properly staffed to ensure minimal language discrepancies can occur.

School leadership strives to cultivate an environment of respect, trust, and partnership among students, parents, and teachers. TEACH Preparatory Elementary School demonstrates a non-discriminatory policy and institutes inclusive policies, practices, and pedagogies. The school models democratic practices that involve all who are directly connected and aligned with the school. The school builds on the strength of the community through its partnerships and outreach efforts.

In addition, TEACH Preparatory Elementary School provides frequent and comprehensive home-school communications, including the school's website. TEACH Preparatory Elementary School communicates with families in English and in Spanish via monthly Coffee with Principal, town hall meetings, back to school night, parent/teacher and student-led conferences and the School Site Council.

To further support our students' myriad needs, we seek to establish a true home-school partnership with the families we serve. TEACH Preparatory Elementary School actively creates family-school partnerships through ongoing communication (with materials and presentations in parents' home language, clear policies that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association. The Parent Coordinator and School Counselor present a series of parent education workshops to benefit our families based on their specific needs and interests including: mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, CAASPP, ELD Programs, Summer STEM Programs.

An identified focus area for improvement is to increase parent participation on the parent survey to gather feedback on how to support them and methods/strategies to increase parent engagement.

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

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.

TEACH Preparatory Elementary School, a school in the TEACH Public Schools network, is currently gathering research-based information and developing strong systems to foster understanding through Professional Development with our teachers to ensure we are working with our families to bridge the student achievement gap. Currently, in our Monthly Coffee with the Principal meeting, we are inquiring with families on how they would like to see their child’s teacher(s) engage with them on the academic activities, social-emotional development of their child and overall support in & out of the classroom. School leadership strives to cultivate an environment of respect, trust, and partnership among students, parents, and teachers. TEACH Preparatory Elementary School demonstrates a non-discriminatory policy and institutes inclusive policies, practices, and pedagogies. The school models democratic practices that involve all who are directly connected and aligned with the school. The school builds on the strength of the community through its partnerships and outreach efforts.

To further support our students’ myriad needs, we seek to establish a true home-school partnership with the families we serve. TEACH Preparatory Elementary School actively creates family-school partnerships through ongoing communication (with materials and presentations in parents’ home language, clear policies that conveys to parents the

school's expectations, and school-wide family events organized by the Parent Association. The Parent Coordinator and School Counselor present a series of parent education workshops to benefit our families based on their specific needs and interests including: mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, CAASPP, ELD Programs, Summer STEM Programs.

Parents are invited to attend monthly parent workshops and meetings throughout the school year on a range of topics aimed at supporting student growth and success (i.e., Citizenship/Attorney Assistance, Mental Health Services). The parent workshops provide parents with resources and tools to help support their child's academic and social-emotional well-being.

A focus area for improvement is to continue to support families to understand and exercise their legal rights and advocate for their own child(ren).

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

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.

TEACH Preparatory Elementary School, a school in the TEACH Public Schools network, is currently developing capacity with our Family Support Coordinators and School Leaders on how to engage with our families to 1) get family input 2) once engaged, how do they help our LEA make decisions and 3) once decisions are made, how it’s communicated and executed with students & their families in mind to ensure as a collective group, we’re on one accord. Currently, our Family Support Coordinators lead parent workshop with a variety of topics but lacked the parent engagement piece of decision making, therefore, we’re focusing on 1) developing capacity for staff and 2) grassroots/home visit conversations to have family engagement once relationships are established.

To further support our students’ myriad needs, we seek to establish a true home-school partnership with the families we serve. TEACH Preparatory Elementary School actively creates family-school partnerships through ongoing communication (with materials and presentations in parents’ home language, clear policies that conveys to parents the school’s expectations, and school-wide family events organized by the Parent Association.

The Parent Coordinator and School Counselor present a series of parent education workshops to benefit our families based on their specific needs and interests including: mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, CAASPP, ELD Programs, and Summer STEM Programs to name a few.

All parents of enrolled students are invited to be members of the TEACH Preparatory Elementary School Parent Association. The Parent Association facilitates open communication among the entire TEACH community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming.

Parents, students and staff use Power School, a schoolwide system that allows ready access to students' attendance, grades, and teacher assignments. We believe that the parent portal transforms the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

The Charter School engages all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting and resource allocation. Parents are invited to participate in the TEACH Preparatory Elementary School's Site Council and ELAC, opportunities to provide input in decision-making and we also seek input in the development, and annual update of our school's LCAP.

A focus area for improvement is to continue to increase parent participation to engage in SSC, ELAC and/or the TEACH Preparatory Elementary School Parent Association, opportunities for parents/families to provide input in decision-making from underrepresented groups in the school.

PRIORITY 6: School Climate

Standard: Local educational agency 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 local educational agency 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 evaluation rubrics.

INSTRUCTIONS:

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.
2. **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?
3. **USE:** What revisions, decisions, or actions have, 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?

Findings reported:

Survey results are pending

SURVEY FINDINGS:

The principal and school staff will utilize the results of the student survey as a baseline to improve school connectedness, schoolwide support services, and communication, support a positive school climate, and strengthen delivery and accountability of its character development/core values. In addition, the administrative team will work diligently to implement a research-based student survey in Spring 2020 as required by the LCAP.

PRIORITY 7: Access to a 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 needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

INSTRUCTIONS: 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.**

TEACH Preparatory Elementary School currently serves 80 students in grades TK-1 with student demographics that include 60% Hispanic, 39% African-American, 1% Asian, 45% English Language Learners, 3% student with Disabilities, and 94% who qualify for free/reduced priced lunch. Our school will expand by one grade level annually to serve grades TK-5 by the 2022-23 school year.

TEACH Preparatory Elementary School is a learning community that embeds meaningful real-world context. Students are taught to see the connections between their formal education and the world. Our school combines curiosity and application, leading to a deep understanding of content, self-motivation and confidence. These skillsets empower students to take on the challenges in order to be who they want to be and excel to their fullest potential. TEACH Preparatory Elementary School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of TEACH Preparatory Elementary School's educational program.

TEACH Preparatory Elementary School uses the following locally selected tools 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 which include: master schedule, student course schedule (semester), report cards, student led conference, and parent/conference reports. In addition, the School Directors will verify this during classroom observations and they will ensure classroom schedules are being followed.

- 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.

An analysis of the measures listed above demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At TEACH Preparatory Elementary School, all students in grades TK-2 have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to and are enrolled in Arts Integration through the Master Arts Program. There are no differences to accessibility to courses, across student groups at TEACH Preparatory Elementary School.

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.

Currently, 100% of the students have access to a broad course of study and TEACH Preparatory Elementary School will continue to monitor this to ensure no barriers arise to change access.

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?

Due to the current success of TEACH Preparatory Elementary School in providing all students with access to a broad course of study, no changes are currently planned, however this data will continue to be monitored and revisions made, with implementation as needed.