DRAFT Local Indicator June 2023

School Board Reviewed on xx/xx/xxx

What is a Local Indicator?

State data is not available for some priority areas identified in the Local Control Funding Formula law. For these priority areas, the State Board of Education approved the local indicators, which are based on information that local educational agencies collect locally. The local indicators are:

- Basic Services – Priority #1
- Implementation of State Academic Standards – Priority #2
- Parent Engagement – Priority #3
- School Climate – Priority #6
- College and Career Readiness – Priority #7

How is performance measured on the Local Indicators?

Local educational agencies receive one of three ratings based on whether they have measured and reported their progress through the Dashboard using locally collected data.

The ratings are: Met, Not Met, or Not Met for Two or More Years.

For example, on the local indicator for Implementing State Academic Standards (Priority 2), the local educational agency would receive a Met rating if it:

- Annually measures its progress
- Reports the results at a regularly scheduled meeting of the local governing board
- Reports the results to stakeholders through the Dashboard

For local educational agencies that receive a Met rating, the local data that they collected will be included in a Detailed Report within the Dashboard.

Local Indicator - Priority #1, Basic Services

Standard: 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.

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
    - We have a total of 40.64 Full time equivalent
        - 34 classroom teachers (includes special education resource teachers)
        - 5 fulltime intervention teachers
        - 1.64 FTE enrichment teachers
    - .82 teachers that do not have an English Learner Authorization (enrichment teachers) 2%
    - 1 enrichment teacher considered a mis-assignment due to the changes in the credentialing laws for charter schools. This teacher has until 2025 to complete a teacher credentialing program. 2.4%
    - 1 teacher on a short-term staff permit from 8/2/22 to 5/26/23 2.4%
- Number/percentage of students without access to their own copies of standards-aligned materials for use at school and at home.
  N/A for charter schools
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)
  0

____   **Met**

____   **Not Met**

_____   **Not Met for Two or More Years**

Local Indicator - Priority #2, Implementation of State and Academic Standards

Standard: 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 educational partners and the public through the Dashboard.

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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.**
    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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	

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).**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development;
   3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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 for 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

Academic Standards	1	2	3	4	5
Career Technical Education			X		
Health Education Content Standards					X
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language					X

Support for Teachers and Administrators

5. **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).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

____   **Met**

_____   **Not Met**

_____   **Not Met for Two or More Years**

Local Indicator – Priority #3, Parent Engagement

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

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

Dashboard Narrative Box:

Strengths: Caring relationships between families and administrators. Families treat teachers and administrators with respect, administrators and teachers treat families with respect.

Progress: Making sure that communications are provided to families in ways that are easily understood.

Focus Area for Improvement: Find ways to help families feel comfortable to share concerns with administration.

Improvement of Engagement of Underrepresented Families in relation to Building Relationships Between School Staff and Families: Provide opportunities for underrepresented families to share their needs and concerns in ways that don't bring unwanted attention to the family.

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

Building Partnerships	1	2	3	4	5
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:

Strengths: Responsiveness of teachers, regular parent/teacher conferences, parent education nights

Progress: More parent education nights were held this year.

Focus Area for Improvement: Educate parents on understanding and exercising their legal rights and how to advocate for their students. Provide parent education nights on a broader number of topics.

Improvement of Engagement of Underrepresented Families in relation to Building Partnerships for Student Outcomes: We want to work on building parent representation on School Site Council and English Learner Advisory Council

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

Strengths and Progress: In our family survey parents reported an increase in feelings of inclusion in decision making activities. We increase from 2022 at 3.54 to 2023 3.73. The data also showed and increase to family's feelings of representation by parent/family groups from 2022 3.55 to 2023 3.70. Families overall feeling that they play a meaningful role in decision-making at the school increase from 2022 3.44 to 2023 3.55.

Focus Area for Improvement: One area that showed a decrease from 2022 was family's feelings of being informed about important decisions regarding the school. In 2022 it was 3.77 and in 2023 it was 3.70. The school will work on regular communication that is clear and easily understood.

Improvement of Engagement of Underrepresented Families in relation to Seeking input for Decision Making:

Feeling engaged with the school: Overall 3.83, Special Education 3.86, English Learner 4.00, Persons of color 3.85

Feeling informed about important decisions regarding the school: Overall 3.70, Special Education 3.76, English Learner 4.15, Persons of Color 3.81

Feeling included in planning school activities: Overall 3.73, Special Education 4.09, English Learner 3.90, Persons of Color 3.91

Feeling represented by parent/family groups: Overall 3.70, Special Education 3.73, English Learner 4.11, Persons of Color 3.77

Feeling empowered to play a meaningful role in decision-making at school: Overall 3.55, Special Education 3.77, English Learner 4.00, Persons of Color 3.70

_____	**Met**
_____	**Not Met**
_____	**Not Met for Two or More Years**

Local Indicator – 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), 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 California School Dashboard.

UPCS administers a climate survey annually to students, grades 3-8, and families.

DATA

The Youth Truth changed some the questions on the survey. Below is the data we will be looking at going forward:
2023 Baseline:
Grades 6 - 8
Engagement: This summary measure describes the degree to which students perceive themselves as engaged with their school and their education. 53rd %ile
All Students: 3.40/4.15 - 44% +
English Learners: 3.47/4.15 - 41%+
Special Education: 3.30/4.15 - 44%+

Academic Challenge: This summary measure describes the degree to which students feel that they are challenged by their coursework and teachers. - 52nd %ile
All Students: 3.65/4.37 - 64% +
English Learners:3.67/4.37 - 59%+
Special Education:3.51/4.37 - 44%+

Culture: This summary measure describes the degree to which students believe that their school fosters a culture of respect and fairness. 50th %ile
All Students: 3.25/4.18 - 27% +
English Learners: 3.39/4.18 - 27%+
Special Education: 3.44/4.18 - 41%+

Belonging & Peer Collaboration: This summary measure describes the degree to which students feel welcome at their school and have collaborative relationships with their classmates. - 70th %ile
All Students: 3.48/4.05 - 53% +
English Learners: 3.55/4.05 - 52%+
Special Education:3.11/4.05 - 22%+

Relationships: This summary measure describes the degree to which students feel they receive support and personal attention from their teachers. - 68th %ile
All Students: 3.61/4.38 - 53% +
English Learners: 3.62/4.38 - 55%+
Special Education: 3.26/4.38 - 38%+

Emotional & Mental Health: 3.49 - 43rd %

Student Motivation: 3.60 - 41st %

2023 Baseline: Grades 3 - 5
Engagement: This summary measure describes the degree to which students perceive high expectations and feel engaged with their school and their education. - 32nd %ile
All Students: 2.77/2.98 - 86% +
English Learners: 2.80/2.98 - 90%+
Special Education: 2.70/2.98 - 90%+

Academic Challenge: This summary measure describes the degree to which students feel their learning is challenging and relevant. 39th %ile
All Students: 2.41/2.80 - 45% +
English Learners: 2.44/2.80 - 44%+
Special Education: 2.27/2.80 - 20%+

Instructional Methods: This summary measure describes the strategies and approaches students report their teachers using in class. 63rd%ile
All Students: 2.58/2.83 - 77%+
English Learners: 2.64/2.83 - 81%+
Special Education: 2.60/2.83 - 70%+

Culture: This summary measure describes the degree to which students experience an orderly, respectful classroom environment. 43rd %ile
All Students: 2.16 /2.76 - 15%+
English Learners: 2.21/2.76 - 15%+
Special Education: 2.13/2.76 - 0%+

Belonging & Peer Collaboration: This summary measure describes the degree to which students feel welcome at their school. 42nd %ile
All Students: 2.34/2.65 - 62%+
English Learners: 2.32/2.65 - 64%+
Special Education: 2.40/2.65 - 50%+

Relationships: This summary measure describes the degree to which students have strong, supportive relationships with their teachers. 38th %ile
All Students: 2.67/2.94 - 28%+
English Learners: 2.69/2.94 - 24%+
Special Education: 2.66/2.94 - 20%+

Student Motivation: 8th %ile
All Students: 2.34 -

Emotional & Mental Health: 42nd %ile
All Students: 2.35 -

On the family survey we saw some promising success as well.

Administrators treat families with respect. 2019 - 4.12/4.75, 2020 - 4.17/4.75, 2021 - 4.19/4.75, 2022 - 4.13/4.75, 2023 – 4.11/4.77

Teachers treat families with respect. 2019 - 4.35/4.72, 2020 - 4.43/4.72, 2021 - 4.35/4.75, 2022 - 4.31/4.75, 2023 – 4.41/4.74

Teachers and students care about each other. 2019 - 4.3/4.6, 2020 - 4.44/4.6, 2021 - 4.37/4.73, 2022 - 4.30/4/73, 2023 – 4.34/4.61

Families and teachers care about each other. 2019 - 4.25/4.36, 2020 - 4.36/4.62, 2021 - 4.26/4.62, 2022 - 4.27/4.62, 2023 – 4.33/4.70

I feel comfortable approaching the administration about my concerns. 2019 - 4.02/4.6, 2020 - 4.19/4.6, 2021 - 4.21/4.73, 2022 - 4.14/4.73, 2023 - 4.05/4.73

I feel comfortable approaching teachers about my child's progress. 2019 - 4.33/4.72, 2020 - 4.49/4.73, 2021 - 4.36/4.72, 2022 - 4.35/4.73, 2023 – 4.42/4.81

My school runs smoothly. 2019 - 3.93/4.75, 2020 - 4.09/4.75, 2021 - 3.99/4.75, 2022 - 4.11/4/75, 2023 – 3.98/4.75

REFLECTION

Key learnings: Most of the findings were very similar to last year. We did see a slight decline in students' feelings of engagement and academic challenge in grades 3-5. We also saw a decline in the area of Culture. Lastly, relationships scores aren't as strong in grades 3-5.

Meaning: In disaggregating the data it is noted that English Learners in 6-8 felt slightly less engaged than the all students. In the area of academic challenge, we saw our English Learners and students in special education scoring significantly lower in both groups, 3-5 and 6-8. The relationships scores were much higher at middle school than elementary. In the elementary all subgroups scores in the 20th percentile positive. These students are not feeling connected to teachers or peers.

Use: Teachers will use collaboration time to study Academic Challenge in grades 3-5, in particular, they will be examining the math curriculum and teaching strategies to be providing high levels of academic challenge. In order to enhance students' feelings of engagement on connectedness and culture we are doing a school-wide focus on 5 Essential Practices:

1. Welcoming Routines
2. Relationship Inventory
3. Circles
4. Regulation Activities
5. Optimistic Closures

_____   **Met**

_____   **Not Met**

_____   **Not Met for Two or More Years**

Local Indicator – Priority #7, College and Career Readiness

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.

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.

Grades 1-5 – students are clustered with a core teacher that offers multiple subjects to all students, students also have access to the following via credentialed enrichment teachers.
Student access to standards aligned materials
Student access to PE instruction
Student access to Arts instruction
Student access to college/career education
Student access to Foreign Language instruction
Student access to enrichment classes in a wide range of areas (technology, science, math, art music, etc.)

Grades 6-8 – we monitor students' access via our SIS and master scheduling
Student access to standards aligned materials/courses
Student access to PE instruction
Student access to a variety of Art, Music, and Technology
Student access to Foreign Language

1. *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.*

In looking at our SIS for middle school scheduling, one of the challenges at our middle school grades is when a student has needs that require several specialized programs like ELD and special education resource classes. Because of the limits of the instructional day, these students are sometimes unable to take a foreign language, but are still able to access art, music, technology courses, and other courses. We also offer some enrichment opportunities after school.

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.*

   Scheduling is a barrier. In a small middle school program where classes are taught in core blocks, the flexibility is limited. We are also limited by challenges with finding the staffing to offer a broad range of courses.

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?*

   We continue to search for teachers that are credentialed to provide a broad range of courses for students. We continue to offer additional opportunities for enrichment and intervention during intersession and over the summer.

   _____   **Met**

   _____   **Not Met**

   _____   **Not Met for Two or More Years**