



# UNIVERSITY PREPARATION CHARTER SCHOOL AT CSU CHANNEL ISLANDS

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## **Local Indicator June 2021**

### **School Board Reviewed on June 25, 2021**

#### **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 5 total teacher misassignments due to the changes to the credential laws as they apply to charters. Charter Schools have 5 years to correct this.**
- 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**

**\_\_X\_\_**

**Met**

**\_\_\_\_\_**

**Not Met**

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**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 stakeholders 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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

  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

<b>Building Relationships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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:** Creating a friendly environment, showing respect to different races, ethnicities, genders, and backgrounds, employees commitment to the school's success, 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.

### *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:** Continue to seek input from parents on the types of parent education nights and resources they most need in order to support learning at school

**Focus Area for Improvement:** Educate parents on understanding and exercising their legal rights and how to advocate for their students

### *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	



Seeking Input	1	2	3	4	5
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:** Families feel they are able to contribute in helping the school, families feel that advisory groups make meaningful contributions to the school,

**Progress:** Families feelings of engagement with the school

**Focus Area for Improvement:** Empowering parents to be more involved in decision making and providing input.

  X  

**Met**

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**Not Met**

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**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.***

We did not give this survey in 2019-2020 due to the pandemic and the 2020-2021 data has not arrived at the time of this report, so we are using our last data set below.

In the 2018-2019 school year, UPCS administered a local climate survey utilizing, Youth Truth, as a measure for student perceptions of school safety and connectedness. The survey was given to all 3-8 grades students in the late spring of 2019. The students in grades 3-5 took an elementary survey while students in 6-8 took a middle school survey.

### **DATA**

On the 2021 student Youth Truth Survey:

In spring 2021 students in grades 3-5 reported improvements to the following questions prompts around school safety?

Do you feel safe at school? 2018 - 2.49/3.00, 2019 - 2.65/3.00, and 2021 - 2.70/3.00

Do you feel safe in the hallways? 2018 - 2.49/3.00, 2019 - 2.51/3.00, and 2021 - 2.69/3.00

Do you feel safe in the bathrooms? 2018 - 2.25/3.00, 2019 - 2.36/3.00, and 2021 - 2.42/3.00

Do you feel safe on the playground? 2018 - 2.40/3.00, 2019 - 2.54/3.00 and 2021 2.73/3.00

Do you feel safe going to school? 2018 - 2.61/3.00, 2019 - 2.61/3.00, and 2021 2.77/3.00

On school safety the middle school, grades 6-8, reported improvements in the following questions:

I feel safe from harm...

During School - 2018 - 3.67/4.59, 2019 - 3.84/4.59, 2021 - 4.07/4.59

During my classes - 2018 - 3.94/4.50, 2019 - 4.03/4.50, 2021 - 4.25/4.50

In the hallways, bathrooms, and locker rooms - 2018 - 3.53/4.27, 2019 - 3.62/4.27, 2021 - 3.86/4.27

On school property outside my school building - 2018 - 3.66/4.28, 2019 - 3.72/4.28, 2021 - 3.89/4.28

Going to and from School - 2018 and 2019 3.87/4.23, 2021 - 3.93/4.23

In the neighborhood I live in - 2018 - 4.20/4.46, 2019 - 4.06/4.46, 2021 - 4.16/4.46

In my home - 2018 - 4.40/4.70, 2019 - 4.39/4.70, 2021 - 4.53/4.70

In my school, there are clear rules against hurting other people - 2018 - 4.08/4.51, 2019 - 4.06/4.51, 2021 - 4.26/4.51

Adults at my school try to stop bullying and harassment.- 2018 - 3.72/4.50, 2019 - 3.85/4.50, 2021 - 4.06/4.50

I usually try to help other students who are being bullied or harassed.- 2018 - 3.66/4.34, 2019 - 3.72/4.34, 2021 - 3.80/4.34

3-5 grade students also showed improvement in "Grit". The pandemic required a lot of "grit" from students so it is good to see that 3-5 grade students have improved in this area.

2018 - 3.16/5.00

2019 - 3.42/5.00  
2021 - 3.56/5.00

3-5 grade students showed improvement in feelings about culture and relationships

Does your class stay busy and not waste time? 2018 - 2.11/2.73, 2019 - 2.07/2.73, 2021 - 2.25/2.73

Do students behave well in your class? 2018 - 1.99/2.78, 2019 - 2.07/2.78, 2021 - 2.29/2.78

Do students in your class treat the teacher with respect? 2018 - 2.24/3.00, 2019 - 2.30/3.00, 2021 - 2.57/3.00

Do you feel safe during school 2018 - 2.49/3.00, 2019 - 2.65/3.00, 2021 - 2.70/3.00

Does your teacher treat you with respect? 2018 - 2.82/3.00, 2019 - 2.86/3.00, 2021 - 2.91/3.00

Is your teacher fair? 2018 - 2.70/3.00, 2019 - 2.81/3.00, 2021 2.82/3.00

Does your teacher ask you about your life at home? 2018 - 1.41/2.37, 2019 - 1.55/2.37, 2021 - 1.86/2.37

6-8 grade students showed improvement in feelings about culture and relationships

Discipline in the school is fair. 2018 - 2.90/4.09, 2019 - 3.15/4.09, 2021 - 3.37/4.09

Adults from my school treat students with respect. 2018 - 3.69/4.54, 2019 - 3.79/4.54, 2021 - 4.12/4.54

Students from the school treat adults with respect. 2018 - 2.91/4.38, 2019 - 3.26/4.38, 2021 - 3.55/4.38

I feel safe during school - 2018 - 3.67/4.59, 2019 - 3.84/4.59, 2021 - 4.07 - 4.59

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

Administrators treat families with respect. 2019 - 4.12/4.75, 2021 - 4.17/4.75

Teachers treat families with respect. 2019 - 4.35/4.72, 2021 - 4.43/4.72

Teachers and students care about each other. 2019 - 4.3/4.6, 2021 - 4.44/4.6

Families and teachers care about each other. 2019 - 4.25/4.36

I feel comfortable approaching the administration about my concerns. 2019 - 4.02/4.6, 2021 - 4.19/4.6

I feel comfortable approaching teachers about my child's progress. 2019 - 4.33/4.72, 2021 - 4.49/4.72

My school is respectful of different races, ethnicities, genders, and backgrounds. 2019 - 4.47/4.8, 2021 - 4.43/4.8

My school runs smoothly. 2019 - 3.93/4.75, 2021 - 4.09/4.75

## **REFLECTION**

The school safety measures came out very strong and are widely above the average of California schools that utilize Youth Truth. This data just arrived in the last week and we are continuing to disaggregate the data and share it out with teachers and stakeholders.

**\_\_X\_\_**

**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.***

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.*

**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, 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

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.*

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.

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.*

Scheduling is a barrier. In a small middle school program where classes are taught in core blocks, the flexibility is limited.

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 are adding more ELD opportunities for students who are at risk of LTEL. These students will participate in supplemental programs held before school and during intersessions. We are hoping this supplemental help will further student language acquisition so students are redesignated prior to entering middle school.

  x  

**Met**

      

**Not Met**

      

**Not Met for Two or More Years**