



2018 Local Indicators Self-Reflection

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

0%

- 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)

4% deficiencies based on daily spot checks

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 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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. **During the 2017-18 school year (including summer 2017), rate the LEA’s success at engaging in the following activities with teachers and school administrators?**

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

Support for Teachers and Administrators	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

6. **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.**

While we are still a new and growing school, the Academy is proud of its track record of

providing high quality standards-based learning opportunities to all students. While we track many measures of the quality of our instruction and alignment to state standards, perhaps three are most indicative of where we are: (1) NWEA scores that research has shown strongly align with state academic standards demonstrates that our students are growing faster academically than national average on all tests given for both years and both grades served (e.g., our 10th grade class gained 6.9 percentiles above national average in Math after two years; 11.2 percentiles in reading; 3.0 percentiles in Language Usage); (2) 100% of our parents state that our teachers are "high quality" (92% of parents "strongly agree" that their teachers are high quality); and (3) 100% of parents agree that our teachers push their students to be "deep thinking."

Parent Engagement (LCFF Priority 3)

LEAs will provide a narrative summary of their progress toward: (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

*The summary of progress must be based **either** on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its Local Control and Accountability Plan (LCAP).*

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), the LEA will summarize the following in a text box provided in the Dashboard:

1. the key findings from the survey related to seeking input from parents/guardians in school and district decisionmaking;

100% of all parents state the Academy values their collaboration and feedback
100% are "overall satisfied" with the Academy's communications

The Academy views our parents (and students) as partners in the educational opportunities we provide, and we are pleased to see this partnership reflected in parent perceptions. Part of ensuring we treat our parents as partners is regularly requesting feedback from them through anonymous parent surveys (63% parent response rate in our Fall 2018 anonymous survey). Key to quality feedback is regular and open communication with our parents through various media: twice monthly newsletters, emails and texts, school updates at school-wide events, regular mail follow-ups, and up-to-date website.

2. the key findings from the survey related to promoting parental participation in programs; and

100% feel "welcomed" by the Academy (from Fall 2018 anonymous survey)
76% participated in at least one school event (from sign-in sheets)
95% participated in student-led parent/guardian conferences (from teacher reported attendance)

As partners, parent opinion is not the only thing valued at the Academy, parent participation is also key to supporting our students' growth. Parents are consistently invited to school events, in-school meetings, and parent-specific fora, such as our Family Alliance organization. For example, almost all (95%) parents/guardians participate in our fall meetings led by students that discuss their child's current academic standing, intellectual virtue growth, and standardized test results.

As another example, our Family Alliance meets once a month to receive up-to-date information, collaborate with our staff, and to discuss ways to our support school. All parents/guardians of Academy students are members of the FA, and are welcome to attend all meetings and events. We do not require dues, rather ask families to participate in developing our school through ideas, connection, and action. The FA serves to bring together parent interests, concerns, and activities, and connect our community.

3. why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

We carefully selected questions that probed various facets of our program and that relate to LCFF priorities that are reflected in the Academy's LCAP: academics, culture and climate, teaching quality, communications, and intellectual virtues. We use this feedback to prioritize our resources so we can adjust our budget and staffing needs.

Our questions are also largely tied to surveys that other LEAs use, and/or are research-backed. This helps ensure that the Academy's reliance on such data is well-grounded and informed.

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 Dashboard. 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.

We surveyed our students from both grades served during the 2017-18 school year. Below are the results of our last survey:

- 95% state Academy is a “supportive and inviting place to learn”
- 84% state they feel safe at the Academy
- 77% state overall satisfaction

Based on the responses to questions addressing perceptions of safety and connectedness, we see that nearly all (95%) students feel that Academy is a “supportive and inviting place to learn” and that a vast majority (84%) feel safe at the Academy.

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?

Together with our parent survey, these results support the conclusion that the Academy is a safe, supportive, and inviting place to learn. It also reveals that there is room for growth in its culture and climate even if it is a relative strength as compared to schools with similar demographics. Mental health-related survey questions on the California Healthy Kids Survey also provide important data regarding our students’ personal well being:

- 47% report experiencing chronic sadness/hopelessness in last 12 months (vs. 30-32% statewide)
- 28% report that they have seriously considered suicide in last 12 months (vs. 16% statewide)

This data reveals the depths of the challenges faced by our population of students and the critical need that the Academy, with its positive school climate, fills in their lives. Many of our students face difficult, and often traumatic, challenges at home or in their neighborhoods that affect their mental health, at higher rates than overall state averages, and yet Academy student surveys show that students experience high levels of safety at school and connectedness to

school.

- 3. 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?**

The Academy continues to focus on a healthy school culture and overall climate as a key to academic success and overall student health. The Academy has pushed on a number of key fronts to ensure a robust climate where students can feel safe, cared for, and can get the help they may need both academically and socio-emotionally. Key recent initiatives: school-wide PBIS training, support staff hiring (aide, counseling), and improved third-party support provisioning.

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

California EC 51220(a)-(i) – Course of Study for grades 7-12 ◦ English ◦ Social Sciences ◦ Foreign Language ◦ Physical Education ◦ Science ◦ Mathematics ◦ Visual and Performing Arts ◦ Applied Arts ◦ Career Technical Education

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.**

As a small school serving 61 students last year, analysis of the master school schedule, cross-referenced with the Academy’s graduation requirements and course sequence, sufficiently demonstrates the extent to which all students have access to and are enrolled in a broad course of study.

- 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, 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.**

Since the Academy does not track students, every student has access to every course offered. Our courses and graduation requirements are aligned to A-G UC requirements (as well as California high school graduation requirements), and our course sequence sets all students on a path through the A-G requirements. Thus the Academy meets almost all the Section 51220(a)-(i) defined courses. Two exceptions are: (1) separate career technical education courses, we instead infuse college, career, and life relevance into existing courses; (2) applied arts has not yet been offered.

- 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.**

Given the small size of our school and that the Academy has been open two years as of the close of 2017-18 academic year, we have not yet been able to offer the full breadth of courses of a large high school serving all four grades. Each year, as we add a grade, the Academy will be able to offer a broader course of studies.

- 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?**

Two examples of offering a broader course of studies the Academy embarked on for the 2018-19 year that exemplifies how the growth of the school allows broader offerings: (1) we are offering our first AP course this year (AP English Language and Composition); and (2) we added an Arts I.