University Preparation Charter School at CSU Channel Islands

Explore the performance of University Preparation Charter School at CSU Channel Islands under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Blue	No Performance Color	Green

Mathematics	Basics: Teachers, Instructional Materials, Facilities	Implementation of Academic Standards	Parent and Family Engagement
Orange	STANDARD MET	STANDARD MET	STANDARD MET

Local Climate Survey	Access to a Broad Course of Study
STANDARD MET	STANDARD MET

School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
University Preparation Charter School at CSU Channel Islands	1099 Bedford Drive Camarillo, CA 93010-4833	http://universitycharters...	K-8

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically	English Learners	Foster Youth

726	Disadvantaged 51.9%	17.2%	0%

Academic Performance

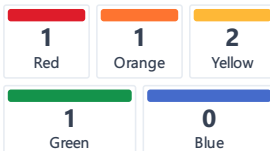View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Green

3.8 points below standard

Increased 3.8 Points ▲
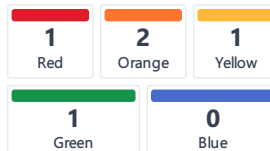
EQUITY REPORT
Number of Student Groups in Each Color

1 Red	1 Orange	2 Yellow
1 Green	0 Blue	

Mathematics

LEARN MORE

Orange

31.6 points below standard

Maintained 1.2 Points

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	1 Yellow
1 Green	0 Blue	

English Learner Progress

LEARN MORE

48.8% making progress towards English language proficiency

Number of EL Students: 82

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Local Indicators

Implementation of Academic Standards

LEARN MORE

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Chronic Absenteeism

Yellow

5.7% chronically absent

Maintained 0.3%

EQUITY REPORT
Number of Student Groups in Each Color

0	2	4
Red	Orange	Yellow

0	0
Green	Blue

Local Indicators

Access to a Broad Course of Study

STANDARD MET

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Blue

0.8% suspended at least once

Declined 2.2% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	**0** Orange	**1** Yellow
2 Green	**3** Blue	
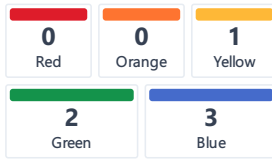
Local Indicators

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Green

3.8 points below standard

Increased 3.8 Points ▲

Number of Students: 474

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Students with Disabilities

Orange

English Learners

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

White

Blue

No Students

No Performance Color

African American

American Indian

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

African American

No Performance Color

3.3 points above standard

Increased 10.9 Points ▲

Number of Students: 14

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino

No Performance Color

36.4 points above standard

Declined 3.5 Points ▼

Number of Students: 14

Homeless

No Performance Color

37.2 points below standard

Increased 28.2 Points ▲

Number of Students: 19

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

Red

72.8 points below standard

Maintained 0.8 Points

Number of Students: 61

English Learners

Orange

41.5 points below standard

Maintained 2.6 Points

Number of Students: 128

Hispanic

Yellow

16.1 points below standard

Increased 3.7 Points ▲

Number of Students: 345

Socioeconomically Disadvantaged

Yellow

26 points below standard

Increased 7.7 Points ▲

Number of Students: 259

White

Green

34.2 points above standard

Increased 10.8 Points ▲

Number of Students: 76

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	10.8 points below standard	7.5 points below standard	3.8 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners	**Reclassified English Learners**	**English Only**
70.3 points below standard	15.3 points below standard	8.5 points above standard
Increased 16.2 Points ▲	Declined 19.2 Points ▼	Increased 6.2 Points ▲
Number of Students: 61	Number of Students: 67	Number of Students: 313

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

31.6 points below standard

Maintained 1.2 Points

Number of Students: 474

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups

Red

Students with Disabilities

Orange

English Learners

Hispanic

Yellow

Socioeconomically Disadvantaged

Green

White

Blue

No Students

No Performance Color

African American

American Indian

Asian

Filipino

○ ○ ○ ○ ○ ○

African American

No Performance Color

60.4 points below standard

Increased 3.7 Points ▲

Number of Students: 14

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino

No Performance Color

22.5 points above standard

Increased 23.3 Points ▲

Number of Students: 14

Homeless

No Performance Color

54.6 points below standard

Increased 21 Points ▲

Number of Students: 19

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

Red

109.6 points below standard

Maintained 0 Points

Number of Students: 61

English Learners

Orange

60.5 points below standard

Maintained 0.2 Points

Number of Students: 128

Hispanic

Orange

43.7 points below standard

Maintained 1.3 Points

Number of Students: 345

Socioeconomically Disadvantaged

Yellow

52.3 points below standard

Increased 8.9 Points ▲

Number of Students: 259

White

Green

6.1 points above standard

Maintained 2.7 Points

Number of Students: 76

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	35.6 points below standard	32.8 points below standard	31.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
87.8 points below standard	35.6 points below standard	22 points below standard
Increased 3.8 Points ▲	Declined 10.1 Points ▼	Maintained 1.8 Points
Number of Students: 61	Number of Students: 67	Number of Students: 313

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

48.8% making progress towards English language proficiency

Number of EL Students: 82

Performance Level

Medium

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels

ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	24.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	26.8%
ELs who Maintained ELPI Level 4	10.9%
ELs Who Progressed at Least One ELPI Level	37.8%

Local Indicators

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

5	Full Implementation And Sustainability

Next Generation Science Standards

5	Full Implementation And Sustainability

History - Social Science

1	Exploration And Research Phase

Instructional Materials

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.

English Language Arts – Common Core State Standards for English Language Arts

| 5 | Full Implementation And Sustainability |

English Language Development (Aligned to English Language Arts Standards)

| 5 | Full Implementation And Sustainability |

Mathematics – Common Core State Standards for Mathematics

| 5 | Full Implementation And Sustainability |

Next Generation Science Standards

| 5 | Full Implementation And Sustainability |

History - Social Science

| 1 | Exploration And Research Phase |

Policy & Program Support

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).

English Language Arts – Common Core State Standards for English Language Arts

| 5 | Full Implementation And Sustainability |

English Language Development (Aligned to English Language Arts Standards)

| 5 | Full Implementation And Sustainability |

Mathematics – Common Core State Standards for Mathematics

| 5 | Full Implementation And Sustainability |

Next Generation Science Standards

| 5 | Full Implementation And Sustainability |

History - Social Science

| 1 | Exploration And Research Phase |

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

| 2 | Beginning Development |

Health Education Content Standards

| 3 | Initial Implementation |

Physical Education Model Content Standards

| 4 | Full Implementation |

Visual and Performing Arts

| 3 | Initial Implementation |

World Language

| 5 | Full Implementation And Sustainability |

Engagement of School Leadership

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).

Identifying the professional learning needs of groups of teachers or staff as a whole

| 5 | Full Implementation And Sustainability |

Identifying the professional learning needs of individual teachers

| 5 | Full Implementation And Sustainability |

Providing support for teachers on the standards they have not

yet mastered

| 5 | Full Implementation And Sustainability |

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students

Yellow

5.7% chronically absent

Maintained 0.3%

Number of Students: 753

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

Homeless

White

Yellow

Students with Disabilities

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Students

Blue

No Students

No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian
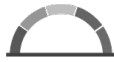
No Performance Color

9.1% chronically absent

Increased 9.1% ▲

Number of Students: 11

African American

No Performance Color

0% chronically absent

Declined 4.5% ▼

Number of Students: 22

Filipino

No Performance Color

0% chronically absent

Declined 5.3% ▼

Number of Students: 21

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

0% chronically absent

Maintained 0%

Number of Students: 13

Homeless

Orange

13.9% chronically absent

Increased 2.5% ▲

Number of Students: 36

White

Orange

5.7% chronically absent

Increased 1.2% ▲

Number of Students: 141

Students with Disabilities

Yellow

5.7% chronically absent

Maintained -0.1%

Number of Students: 88

English Learners

Yellow

4.5% chronically absent

Increased 1.9% ▲

Number of Students: 132

Hispanic

Yellow

5.8% chronically absent

Maintained 0.1%

Number of Students: 532

Socioeconomically Disadvantaged

Yellow

8.4% chronically absent

Maintained 0%

Number of Students: 406

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report 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 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used 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 specialist teachers. Student access to standards aligned materials Student access to PE instruction Student access to Arts instruction Student access to Foreign Language instruction Student access to specialist classes in a wide range of areas (technology, health instruction, 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. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of 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 Resource. Because of the limits of the instructional day, these students are sometimes unable to take a foreign language, but will still be able to access art, music, technology courses.

3. Identification of any barriers preventing 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. Revisions, decisions, or new actions that will be implemented, or has been 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.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.
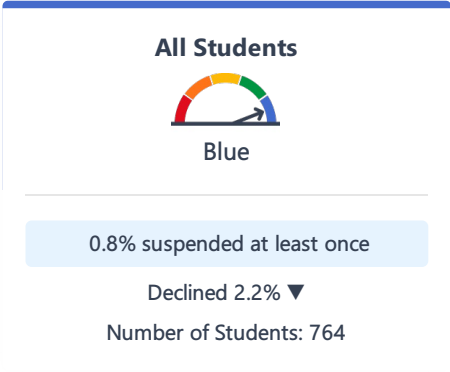
All Students

Blue

0.8% suspended at least once

Declined 2.2% ▼

Number of Students: 764

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Students with Disabilities

Green

English Learners

Homeless

Blue

Hispanic

Socioeconomically Disadvantaged

White

No Performance Color

African American

American Indian

Asian

Filipino

Two or More Races

Pacific Islander

○ ○ ● ○ ○ ○
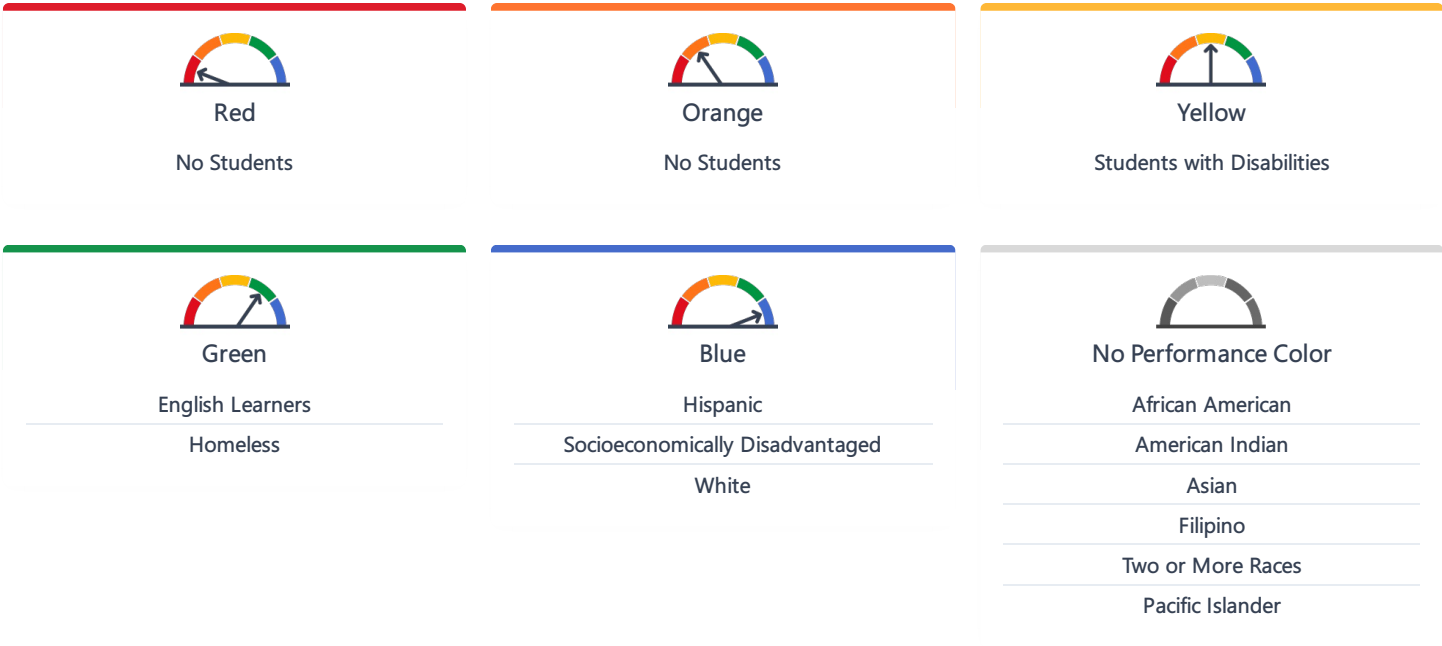
African American

No Performance Color

0% suspended at least once

Declined 4.5% ▼

Number of Students: 22

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 11

Filipino

No Performance Color

9.5% suspended at least once

Increased 4.3% ▲

Number of Students: 21

Two or More Races

No Performance Color

7.1% suspended at least once

Increased 7.1% ▲

Number of Students: 14

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Students with Disabilities

Yellow

1.1% suspended at least once

Maintained 0%

Number of Students: 88

English Learners

Green

0.7% suspended at least once

Declined 2.5% ▼

Number of Students: 135

Homeless

Green

2.8% suspended at least once

Declined 2.6% ▼

Number of Students: 36

Hispanic

Blue

0.6% suspended at least once

Declined 2.9% ▼

Number of Students: 541

Socioeconomically Disadvantaged

Blue

1% suspended at least once

Declined 2.4% ▼

Number of Students: 411

White

Blue

0% suspended at least once

Declined 0.7% ▼

Number of Students: 142

Local Indicators

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing boardat a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

> Mis-Assignments (0 EL) Of Teachers Of English Learners
> 0

> Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
> Not applicable to charter schools

> Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
> 0

STANDARD MET

Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

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.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

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.

Full Implementation

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.

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.

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.

Full Implementation

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

Full Implementation

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.

Full Implementation

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.

Beginning Development

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.

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

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.

Initial Implementation

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

Initial Implementation

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.

Full Implementation

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.

Initial Implementation

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.

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 involved in decision making and providing input.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

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 Key Measures, the elementary students had the following average scores on a scale of 1-5 with 5 being best: Student Engagement, 2.90; Academic Rigor, 2.45: Instructional Methods, 2.61; Personal Relationships, 2.78; Classroom Culture, 2.15.

On Key Measures, the middle school students had the following average scores: Student Engagement, 3.46; Academic Rigor, 3.75; Relationships with teachers, 3.48; Relationships with Peers 3.48; School Culture, 3.41.

School Safety, the 6-8 grades average scores were (1 = strongly disagree, 3 = neither agree or disagree, and 5 = strongly agree): I feel safe from harm while...:In my home, 4.3; In the neighborhood where I live, 4.06; In my class, 4.03: Going to and from school, 3.87; At school in general, 3.84; On school property outside my school building, 3.72; In the hallways, bathrooms and locker rooms at my school, 3.62. Perceptions of conflict: At school, I must always be ready to fight to defend themselves, 2.6: Many students at my school go out of their way to treat other students badly, 2.42; There is conflict in my school based on race, culture, religion, sexual orientation, gender, or disabilities, 2.01; Students get into physical fights at my school, 2.03; Adults at my school try to stop bullying/harassment, 3.85; I usually try to help other students who are being bullied/harassed, 3.72.

REFLECTION

The school safety measures came out very strong and are widely above the average of California schools that utilize Youth Truth. We are glad to see that middle school children do not perceive there to be pervasive bullying when it comes to race, culture, religion, sexual orientation, gender, or disabilities. We would like to see a continued increase in students feeling of safety at school, which would also lead to further connectedness at school. It is evident that our 6-8 students have more positive feelings, overall, about school, learning, and relationships. We celebrate that our adolescent students feel so good about school, how well they are challenged at school, and their relationships at school. In looking at the elementary, the areas that ranked the highest and above the CA average, are engagement and relationships. The lowest areas, that fell below the CA average for elementary, were academic rigor and culture. When looking at the subsets for those two areas it includes students' feelings about homework, challenge in class work, student's interest in learning, and relevance to real life.

We are continuing to disaggregate the data and share it out with teachers and stakeholders.