



UNIVERSITY PREPARATION CHARTER SCHOOL AT CSU CHANNEL ISLANDS

1099 Bedford Drive
Camarillo, CA 93010
805-482-4608

Local Indicators Fall 2019

School Board Reviewed/Approved on September 27, 2019

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 (new for 2018)

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.
0
- 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

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

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

Academic Standards	1	2	3	4	5
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

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	

Building Relationships	1	2	3	4	5
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 (Limited to 3,000 characters)

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	

Building Partnerships	1	2	3	4	5
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	
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)

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		
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 Box (Limited to 3,000 characters)

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.

<u> X </u>	Met
<u> </u>	Not Met
<u> </u>	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.

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. Now that we have used the Youth Truth survey for two years we can begin to initially look at trends. We are continuing the implementation of Soul Shoppe, restorative justice practices and growth mindset. Skills focused on include self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

<u> X </u>	Met
<u> </u>	Not Met
<u> </u>	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 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. *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 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. *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**