# Local Performance Indicators

OCS used the following Self-reflection tools to update our local indicator responses. <mark>Below, the responses for OCS are highlighted in yellow.</mark>

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## *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

<mark>0</mark>

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

<mark>0</mark>

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

<mark>0</mark>

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).


<mark>Our Community School is currently meeting or exceeding the expectations of Priority 1. Teachers are qualified and meet the expectations of their assignment. The school assures that all curriculum is standards-aligned and purchases enough materials for all students to have their own textbooks and/or materials. Finally, the school facility is under constant review for safety and cleanliness and is in good repair.</mark>

## *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 | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | 4 | |

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 | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

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 | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

**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 | | 2 | | | |
| Health Education Content Standards | | | | | 5 |
| Physical Education Model Content Standards | | | | | 5 |
| Visual and Performing Arts | | | | | 5 |

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| World Language | 1 | | | | |

## 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 | | | 3 | | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | 3 | | |

## Optional Narrative (Limited to 1,500 characters)

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.**

Our Community School is a TK-8 school and some of the other adopted academic standards do not apply.

## *Parent and Family Engagement (LCFF Priority 3)*

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## *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 |
|---|---|---|---|---|---|
| 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. | | | | | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | | 5 |
| 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. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**

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.

OCS continued to follow COVID-19 protocols during the 2021-22 school year. These protocols kept our families off campus until springtime. Our engaging events were online and families participated in a different way using Zoom. Parents were highly encouraged to attend the annual Family Conferences via zoom. We were so excited to have our Student-led Conferences be the first in-person event back to campus. Families were able to come together to learn about their children's progress in learning. Conferences are a big part of our mission because students are involved and empowered to participate in their own education and goal setting. These are opportunities to connect with the teacher about their child's progress and goals in class. Parents participated in regular parent events including an annual Back to School Night, Parent Orientation Meetings, and class and school performances (via online in 21-22 until in person after Spring Break). The school also had many more meetings and opportunities for parents to ask questions, get answers, and share feedback by utilizing Campus Update Q&A sessions on Zoom. Parentsquare is also used by all to share information and learn about what is happening at school. This tool is also translatable into a language of the user's choosing. It is super helpful.

## *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 |
|---|---|---|---|---|---|
| 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. | | | | | 5 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | 4 | |

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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. | | | | | 5 |
| 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. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**

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.

Our Community School (OCS) knows that parent engagement and input are essential to the success of our school. In 2005, a group of parents, teachers, and administrators that wanted a new and different educational experience for their children founded OCS. Today, OCS constantly seeks parent input through various means. OCS collaborates with our Parent-Teacher-Student Organization to create many wonderful community-building events. These events are open to all families where staff and administration are present to interact and get to know each other better. It is essential that all families feel welcome and safe at OCS. Our Family Conferences and Student-led conferences ensure that all students are seen and heard and have access to quality education as they continue to work on their goals. OCS also uses Responsive Classroom while we use the First Six Weeks to build classroom community and norms and get to know students' interests.

### *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 |
|---|---|---|---|---|---|
| 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. | | | | | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | | 5 |
| 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. | | | | 4 | |
| 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. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**

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.

OCS continues to provide multiple opportunities for parent involvement in school life and ease of home-school communication while ensuring continued parent representation in decision-making at the school. OCS included parent involvement at community meetings and as members of the task force in recent discussions about distance learning and returning to campus. All parents are encouraged to run for elected positions on the School Site Council and Panda Partners (parent organization) and to attend meetings of Wellness Committee, Board committees, Board meetings, and Panda Partners (PTO).

## *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 California School Dashboard (response limited to 3,000 characters). 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.

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?

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?

Annually, OCS uses our Family-LCAP Survey to gain feedback from stakeholders. This survey was developed to be consistent with the school's mission, LCAP, and charter.

OCS uses ParentSquare to assist with communication with families. This has been a great success. Parents receive more frequent and clear communications about school meetings and events through multiple modes of communication: weekly newsletter, ParentSquare app, school website, OCS Facebook page, school email, Illuminate Parent Portal, Parent/Student Handbook, teacher newsletters, and an OCS Google Calendar of meetings and events. According to the survey, the top five most popular forms of communication with the school are parent app, school emails, weekly newsletter, classroom newsletters, and telephone calls from the office.

Aside from the Family-LCAP survey for parents and community members, OCS creates a survey for Staff based on the school mission and LCAP, which measures their perspectives on school climate. Students typically complete a survey through the student-run Student Senate. Student Senate did not occur in 2021-22 due to the school wanting to keep the students separated in stable groups as part of the COVID-19 protocols.

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

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. (response limited to 1,500 characters)

OCS uses a robust scheduling tool to ensure that all of our students in grades TK-8th have access to a broad course of study with standards-based classes. Our inclusion special education program ensures that our students have equitable access to the curriculum since we do not have special day classes.

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. (response limited to 1,500 characters)

Every grade level has two classes that are taught by highly qualified teachers that use standards-based curriculum. Our 7th and 8th grade students have the opportunity to choose from electives every semester to balance out their core classes and allow them to have a more enriched middle school experience. In 2021-22, the elective classes were put on hold and the 7th and 8th grade students had an additional study skills class to help close any learning gaps because of distance learning.

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. (response limited to 1,500 characters)

There are no barriers to prevent OCS from providing access to a broad course of study for all students.

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? (response limited to 1,500 characters)

There are no revisions at this time