Cecilia A. Massetti, Ed.D.
Superintendent of Schools

8.5

Board of Education Action Item
November 13, 2018

Topic:
Consideration Approval of selected local indicators for Madera County Superintendent of Schools, Pioneer Technical Center, and Madera County Independent Academy.

8.5.1 Madera County Superintendent of Schools
8.5.2 Pioneer Technical Center
8.5.3 Madera County Independent Academy

Background:
The Director of Career Technical and Alternative Education Services will provide the Madera County Board of Education with local performance indicator reports. This includes the appropriately assigned teachers, access to curriculum-aligned instructional materials, self-reflection tool for implementation of state academic standards and parent engagement, school climate, and access to a broad course of study.

Financial Impact:
No impact

Resource:
Leslie Neumeier
Director, Career Technical and
Alternative Education Services

Recommendation:
Approval of local indicators for Madera County Superintendent of Schools, Pioneer Technical Center, and Madera County Independent Academy.

1105 South Madera Avenue • Madera, CA 93637 • (559) 673-6051 • FAX (559) 673-5569
www.mcsos.org

8.5.1

Madera County
Superintendent of Schools

Local Performance Indicator Report

Fall 2018

Table of Contents

Priority 1
Appropriately Assigned Teachers, Access to Curriculum- Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **1**

Priority 2
Appropriately Assigned Teachers, Access to Curriculum- Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **4**

Priority 3
Self-Reflection Tool for Parent Engagement **9**

Priority 6
School Climate **11**

Priority 9
Coordination of Services for Expelled Students (COE Only) **12**

Priority 10
Coordination of Services for Foster Youth (COE Only) **14**

Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards 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 evaluation rubrics.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency'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

   English Language Arts – Common Core State Standards for English Language Arts
   4 – Full Implementation

   English Language Development (Aligned to English Language Arts Standards
   3 – Initial Implementation

   Mathematics – Common Core State Standards for Mathematics
   4 – Full Implementation

   Next Generation Science Standards
   2 – Beginning Development

   History/Social Science
   2 – Beginning Development

2) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials 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

English Language Arts – Common Core State Standards for English Language Arts
4 – Full Implementation

English Language Development (Aligned to English Language Arts Standards
3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics
4 – Full Implementation

Next Generation Science Standards
2 – Beginning Development

History/Social Science
1 – Exploration and Research Phase

3) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts
3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards
3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics
3 – Initial Implementation

Next Generation Science Standards
2 – Beginning Development

History/Social Science
3 – Initial Implementation

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education
1 – Exploration and Research Phase

Health Education Content Standards
5 – Full Implementation and Sustainability

Physical Education Model Content Standards
4 – Full Implementation

Visual and Performing Arts
2 – Beginning Development

World Language
1 – Exploration and Research Phase

5) **Support for Teachers and Administrators**: during the 2017-2018 school year (including summer of 2017), rate the local educational agency'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

Identifying the professional learning needs of groups of teachers or staff as a whole
4 – Full Implementation

Identifying the professional learning needs of individual teachers
4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered
4 – Full Implementation

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency 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 of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Summary:

LEA enacts procedures designed to engage parents/guardians, stakeholders, and advocates in advisory committees. These include holding separate elections for parent/guardian, stakeholder, and advocate members for the School Site Council.

Due to the transient nature of the student population, the LEA frequently notifies parent/guardian, stakeholder, and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared at meetings as student's transition to and from the facility and Court/Community School program; additional information is provided at parent visitations; graduation ceremonies; and other school activities. In addition, the LEA mails parent notifications with advisory committee information to students' homes on a regular basis, in addition to regular meeting notifications throughout the school year.

School sites have access to interpretation and translation services to allow parents/guardians to fully participate in educational programs and individual meetings with school staff related to their child's education and academic progress. This includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings.

Various school sites in the Career and Alternative Education Services Division provide trainings and/or workshops for parents/guardians, stakeholders, and advocates that are linked to student learning, progress, and/or social emotional development and growth. The Career and Alternative Education Services Counseling Division provides informational meetings to students on varied topics related to students' academic needs, graduation progress, and post-secondary opportunities related to college and careers.

These measures were selected because they accurately demonstrate the LEA seeks input from parents/guardians, stakeholders, and advocates in decision-making and promotes parental participation in programs in an ongoing attempt to engage parents in their students' education. The continual nature of the LEA's measures to promote parent involvement is based upon the transient nature of the student population and the individual needs of students and parents.

The findings relate to LCAP Goal 3, which addresses parent/guardian and community engagement at all school sites.

Priority 6

School Climate

Standard: Local educational agency 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 local educational agency 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 evaluation rubrics.

Summary:

The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness. A total of 21 students completed the survey at Voyager Secondary School within Madera County Juvenile Detention Center.

The current school population is 81% males, 19% females, 81% Hispanic, 11% Asian or African American, and 8% other. From the student's surveyed, 95% reported feeling safe at school or they do not feel unsafe. In addition, 100% of students reported never being disrespected by an adult at school because of race, ethnicity, or culture. When asked regarding bullying, 38% of the students responded they would tell one of the teachers or staff at school if another student was bullying them. However, only 19% of students would tell teachers if another student was being bullied. In addition, only 62% of students felt confident that teachers would intervene if bullying occurred. Overall, 89% of students surveyed reported having supportive learning environments, teachers that go out of their way to help, adults that encourage success and treat all students with respect.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse counseling; gang intervention training; stopping acts of violence and criminal activity; decreasing truancy from school; and social emotional wellness education. The LEA will continue to collaborate with outside agencies and utilize appropriate staff to address areas of need. In addition, the lack of parent involvement and participation is comparable to the perception students have of their parents' lack of concern for their schooling. The LEA plans to continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 9

Coordination of Services for Expelled Students
COE Only

Standard: County office of education annually measures its progress in coordinating instruction as required by Education Code Section 48926 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 evaluation rubrics.

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

1) Assessing status of triennial plan for providing educational services to all expelled students in the county, including:

A) Review of required data
4 – Full Implementation

B) Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.
4 – Full Implementation

C) Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.
4 – Full Implementation

2) Coordinating on development and implementation of triennial plan with all local educational agencies within the county.
4 – Full Implementation

3) Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.
3 – Initial Implementation

4) Developing memorandum of understanding regarding the coordination of partial credit policies between district of residency and county office of education.
1 – Exploration and Research Phase

Priority 10

Coordination of Services for Foster Youth
COE Only

Standard: County office of education annually measures its progress in coordinating services for foster youth 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 evaluation rubrics web-based system (California School Dashboard).

Rating Scale (*lowest to highest*):

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

1) Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).
4 – Full Implementation

Building capacity with local educational agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).
4 – Full Implementation

2) Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.
4 – Full Implementation

3) Providing direct educational services for foster youth in local educational agency or county- operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.
4 – Full Implementation

4) Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.
4 – Full Implementation

5) Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.
4 – Full Implementation

6) Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.
3 – Initial Implementation

7) Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.
3 – Initial Implementation

8.5.2

Madera County
Superintendent of Schools

Pioneer Technical Center
Local Performance
Indicator Report

Fall 2018

Contents

Table of Contents

Priority 1
Appropriately Assigned Teachers, Access to Curriculum Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **3**

Priority 2
Self-Reflection Tool for Implementation of State Academic Standards **4**

Priority 3
Self-Reflection Tool for Parent Engagement **9**

Priority 6
School Climate **11**

Priority 7
Access to a Broad Course of Study **12**

Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards 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 evaluation rubrics.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency'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

   English Language Arts – Common Core State Standards for English Language Arts
   3 – Initial Implementation

   English Language Development (Aligned to English Language Arts Standards
   3 – Initial Implementation

   Mathematics – Common Core State Standards for Mathematics
   4 – Full Implementation

   Next Generation Science Standards
   2 – Beginning Development

   History/Social Science
   2 – Beginning Development

2) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials 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

English Language Arts – Common Core State Standards for English Language Arts
3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)
3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics
3 – Initial Implementation

Next Generation Science Standards
2 – Beginning Development

History/Social Science
3 – Initial Implementation

3) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts
3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)
3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics
3 – Initial Implementation

Next Generation Science Standards
3 – Initial Implementation

History/Social Science
3 – Initial Implementation

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education
4 – Full Implementation

Health Education Content Standards
3 – Initial Implementation

Physical Education Model Content Standards
3 – Initial Implementation

Visual and Performing Arts
2 – Beginning Development

World Language
2 – Beginning Development

5) **Support for Teachers and Administrators**: during the 2017-2018 school year (including summer of 2017), rate the local educational agency'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

Identifying the professional learning needs of groups of teachers or staff as a whole
3 – Initial Implementation

Identifying the professional learning needs of individual teachers
4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered
3 – Initial Implementation

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency 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 of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Summary:

The LEA enacts procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees. These include holding separate elections for parent/guardian, stakeholder and advocate members for School Site Councils.

Since the population of students we serve is transient, the LEA frequently notifies parent/guardian, stakeholder and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared through Blackboard Connect; letters; personal phone calls; and parent meetings and other school activities. In addition, the LEA mails parent notification packets with advisory committee information to student homes on an annual basis, along with regular meeting notifications throughout the school year. Furthermore, a parent survey was distributed to all parents in English and Spanish with the option of completing it online or on paper. Arrangements were made for parents to utilize technology when necessary at the individual school sites.

School sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education. This includes full translation of English to Spanish of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings.

School sites provide trainings or workshops for parents/guardians, stakeholders and advocates that are linked to student learning and/or social-emotional development and growth. The Madera County Superintendent of Schools Career and Alternative Education Services Counseling Division provides informational meetings on varied topics related to students' academic needs and post-secondary plans, while gathering feedback from parents regarding academic needs of support services for students or families.

These measures were selected because they accurately demonstrate the LEA input from parents/guardians/stakeholders in decision-making and promotes parental participation in programs in an ongoing basis. The continual nature of the LEA's measures to promote parent involvement is based upon the transient nature of the student population.

The findings relate to LCAP Goal 3, which addresses parent/guardian/community engagement at all school sites.

Priority 6

School Climate

Standard: Local educational agency 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 local educational agency 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 evaluation rubrics.

Summary:

The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness. A total of 141 students completed the survey at Pioneer Technical Center, Pioneer Technical Center Independent Study, and Pioneer Technical Center Chowchilla.

The current school population is 63% males and 37% females, 54% Hispanic, 9% Caucasian and 37% other. Approximately 88% of the student's surveyed reported feeling safe at school or they do not feel unsafe at school. In addition, 82% of students reported feeling respected by staff and teachers, while 80.6% stated they were encouraged to participate in school events. Moreover, 88% of students expressed they felt the school considers their individual needs and 70% of students felt teachers set high standards for them and provided sufficient feedback on their achievement. Specific items of particular relevance to school safety and connectedness include factors outside of the school setting, which include emotional needs, substance and alcohol abuse, gang involvement and challenging family environments.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse counseling; gang intervention training; stopping acts of violence and criminal activity; decreasing truancy from school; and social/emotional wellness education. The LEA will continue to partner with collaborative agencies and utilize appropriate staff to address areas of need. In addition, the lack of parent involvement/participation is comparable to the perception students have of their parents' lack of concern in their schooling. The LEA plans to continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 7

Access to a Broad Course of Study

Summary: LEA annually measures its 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* (*EC*) 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; 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.

Summary:

An integral component of the LEA is Career Technical Education (CTE), which offers relevant 21st Century Skills to students. Students enrolled in CTE/ROP courses have an opportunity to participate in community classrooms to develop and refine skills required in the workforce. Aside from the two CTE pathways that are currently offered, the LEA is researching another viable pathway that is of interest to students.

English Learners (EL) make up approximately 23% of the student population. Thus, developing and providing necessary supports for EL students continues to be a priority for the LEA. As a result, professional development has been dedicated to ensure implementation of research-based methodologies across the curriculum. Additionally, teachers have received on-going professional development with English Language Development Standards.

In order to better support the needs of students, the LEA utilizes online curriculum through Odysseyware, which allow students to complete approved A-G Courses. Online courses also allow for expansion of the master schedule and offer Foreign Languages along with additional career exploration courses. In addition to the academic and career technical options at the LEA, Positive Behavioral Interventions and Supports (PBIS) continues to assist and support students' behavioral, emotional, and social well-being.

The LEA will establish procedures to ensure student progress is measured more regularly through progress reports and updated credit evaluations. Scheduled parent meetings with administrators and academic counselors will ensure appropriate supports are in place to help struggling students. The greatest obstacles with our transient population of students is the year-round enrollment, chronic absenteeism, and gaps in academic achievement. In order to better support student achievement, the LEA will assign academic counselors a caseload based on grade level, seek out parent feedback regularly through phone calls, letters, and parent meetings. In addition, academic counselors will provide informational workshops to keep parents and students informed of academic requirements, student progress and post-secondary academic and career opportunities.

8.5.3

Madera County
Superintendent of Schools

Madera County Independent Academy Local Performance Indicator Report

Fall 2018

Contents

Table of Contents

Priority 1
Appropriately Assigned Teachers, Access to Curriculum Aligned Instructional Materials, and Safe, Clean and Functional School Facilities **3**

Priority 2
Self-Reflection Tool for Implementation of State Academic Standards **4**

Priority 3
Self-Reflection Tool for Parent Engagement **9**

Priority 6
School Climate **11**

Priority 7
Access to a Broad Course of Study **12**

Priority 1

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

1) Number/percentage of misassignment of teachers of English learners, total teacher misassignment, and vacant teacher positions: **0/0%**

2) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0/0%**

3) Number of identified instances where facilities do not meet the "good repair" standard (*including deficiencies and extreme deficiencies*): **0**

Priority 2

Self-Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards 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 evaluation rubrics.

1) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency'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

   English Language Arts – Common Core State Standards for English Language Arts
   3 – Initial Implementation

   English Language Development (Aligned to English Language Arts Standards
   3 – Initial Implementation

   Mathematics – Common Core State Standards for Mathematics
   4 – Full Implementation

   Next Generation Science Standards
   2 – Beginning Development

   History/Social Science
   2 – Beginning Development

2) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency's progress in making instructional materials 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

English Language Arts – Common Core State Standards for English Language Arts
3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)
3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics
4 – Full Implementation

Next Generation Science Standards
2 – Beginning Development

History/Social Science
2 – Beginning Development

3) **Recently Adopted Academic Standards and/or Curriculum Frameworks**: rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts
3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)
3 – Initial Implementation

Mathematics – Common Core State Standards for Mathematics
3 – Initial Implementation

Next Generation Science Standards
3 – Initial Implementation

History/Social Science
3 – Initial Implementation

4) **Other Adopted Academic Standards**: rate the local educational agency's progress in implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education
3 – Initial Implementation

Health Education Content Standards
2 – Beginning Development

Physical Education Model Content Standards
2 – Beginning Development

Visual and Performing Arts
4 – Full Implementation

World Language
2 – Beginning Development

5) **Support for Teachers and Administrators**: during the 2017-2018 school year (including summer of 2017), rate the local educational agency'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

Identifying the professional learning needs of groups of teachers or staff as a whole
4 – Full Implementation

Identifying the professional learning needs of individual teachers
4 – Full Implementation

Providing support for teachers on the standards they have not yet mastered
4 – Full Implementation

Priority 3

Self-Reflection Tool for Parent Engagement

Standard: Local educational agency 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 of the local governing board and to stakeholders and the public through the evaluation rubrics.

1) The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making

A) Measure of enactment of procedures designed to engage parents/guardians, stakeholders and advocates in advisory committees.

B) Measure of parent/guardian, stakeholder and advocate participation in meetings of advisory committees.

2) The local educational agency's progress on at least one measure related to promoting parental participation in programs

A) Measure of whether school sites have access to interpretation and translation services to allow parents/guardians, stakeholders and advocates full participation in educational programs and individual meetings with school staff related to their child's education.

B) Measure of whether school sites provide trainings or workshops for parents/guardians, stakeholders and advocates linked to student learning and/or social-emotional development and growth.

3) Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Summary:

The LEA enacts procedures designed to engage parents/guardians, stakeholders, and advocates in advisory committees. These include holding separate elections for parent/guardian, stakeholder and advocate members for the School Site Council.

Due to the transient nature of the student population, the LEA frequently notifies parent/guardian, stakeholder, and advocate groups regarding participation in meetings of advisory committees. Notifications include information shared through Blackboard Connect; letters; personal phone calls; parent meetings; and other school activities. Furthermore, the LEA mails parent notification packets with advisory committee information to student homes on an annual basis, in addition to regular meeting notifications throughout the school year. Moreover, a parent survey was distributed to all parents in English and Spanish with the option of completing it online or on paper. Arrangements were made for parents to utilize technology when necessary at the individual school site and assistance was provided as needed.

Madera County Independent Academy has access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education and progress. This includes full translation of all informational and other notices and documents, in addition to in-person interpretation services provided by classified staff at meetings and other school related events.

The school site provides trainings and/or workshops for parents/guardians, stakeholders, and advocates that are linked to student learning and/or social emotional development and growth. The Career Alternative Education Services Counseling Division provides additional informational workshops on varied topics related to students' academic needs, graduation requirements, and post-secondary options. The counselors meet regularly with students and parents regarding individual student progress and concerns throughout the school year.

These measures were selected because they accurately demonstrate the LEA input from parents/guardians, stakeholders, and advocate groups in decision-making and promote parental participation in all aspects of the school. The continual nature of the LEA's measures to promote parent involvement is based upon the transient nature of the student population and their needs.

The findings relate to LCAP Goal 3, which addresses parent/guardian/community engagement at all school sites.

Priority 6

School Climate

Standard: Local educational agency 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 local educational agency 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 evaluation rubrics.

Summary:

The LEA administered a school climate survey. The survey captured a valid measure of student perception of school safety and connectedness. 227 students completed the survey at Madera County Independent Academy.

The current school population is 49% males and 51% female, 42% Hispanic, 10% Caucasian and 48% other. 97% of the student's surveyed reported feeling safe at school or they don't feel unsafe. In addition, 97% of students reported feeling respected by staff and teachers at school. Of students surveyed 56% stated feeling comfortable participating in school events, while, 80% of students felt their school takes their individual needs into consideration. 78% of students felt teachers set high standards for them and 91% expressed that teachers provided sufficient feedback on their achievement. Specific items of particular relevance to school safety and connectedness include factors outside of the school setting which include emotional needs, substance and alcohol abuse, gang involvement, transportation and challenging family environments.

Analysis of the data demonstrates that students will continue to benefit from counseling and mentoring services from LEA staff and collaborative agencies. Areas of student need include substance and alcohol abuse; gang involvement; participation in acts of violence and criminal activity; truancy from school; and emotional wellness concerns. The LEA will continue to partner with collaborative agencies and utilize appropriate staff to address areas of need. In addition, the lack of parent involvement/participation is comparable to the perception students have of their parents' lack of involvement in their schooling. The LEA plans to continue to collaborate and focus on increasing parent participation through outreach services and other efforts to facilitate increased involvement.

Priority 7

Access to a Broad Course of Study

Summary: LEA annually measures its 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* (*EC*) 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; 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.

Summary:

In order to provide a broad course of study to all students, the LEA utilizes textbooks and online curriculum through Odysseyware to supplement course offerings and provide students opportunities to become proficient with technology while accessing academic content. The use of Odysseyware, also allows students to enroll in A-G Courses, Foreign Languages, and additional career exploration courses. Another benefit for the students attending the LEA is the use ofonline curriculum which allows students to take relevant courses for original credit or credit recovery, as many students come from other school districts deficient in credits. In addition, online courses allow for the expansion of the master schedule and offer Foreign Languages along with additional career exploration courses.

A goal for the LEA is to provide greater opportunities for students to access Career Technical Education (CTE) courses that are offered through the Career Alternative Education Services Division. CTE courses prepare students for college and career opportunities upon high school graduation. CTE courses can also provide job shadowing, community classroom, and internship opportunities for students that are seeking job related experiences and may not be planning to enroll in college immediately following the completion of high school.

The LEA will establish procedures to ensure student progress is measured more regularly through progress reports and updated credit evaluations. Scheduled parent meetings with administrators and academic counselors will ensure appropriate supports are in place to help struggling students. The greatest obstacles with our transient population of students is the year-round enrollment, chronic absenteeism, and gaps in academic achievement. In order to better support student achievement, the LEA will assign academic counselors a caseload based on grade level, seek out parent feedback regularly through phone calls, letters, and parent meetings. In addition, academic counselors will provide informational workshops to keep parents and students informed of academic requirements, student progress and post-secondary academic and career opportunities.