



Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The 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 educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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 educational partners and the public through the Dashboard.

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

The 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 educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners 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 educational partners 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
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0.30	0.30%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0%	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
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				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

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			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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			3		
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language			3		

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

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.

Agnes J. Johnson Charter School ("AJJCS") takes great pride in implementing state academic standards and has chosen specific measures and tools to track student progress toward meeting grade level state academic standards. In grades 2 - 8, teachers administer the Renaissance STAR tests in Reading and Math every month to assess students' progress toward mastery of the Common Core State Standards. In grades K-1, teachers administer the Renaissance STAR tests in Reading and Math three times per year. The Charter School selected this assessment since it is nationally normed, verifiable data, and provides in depth data reports that teachers can use to drive instruction and are easy for parents to read and understand. Additionally, the assessments are online allowing for immediate reporting to inform instruction. Our students in grades 5, 7, and 9 are assessed on the California Physical Fitness Test requirements. Our students in grades 3-8 and 11 are assessed on the state CAASPP test called SBAC in English Language Arts and Math, and our students in grades 5, 8, and 11 on the CAST in Science.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The Charter School's strengths and progress in Building Relationships Between School Staff and Families include:

- Parent Teacher Conferences are held twice a year to ensure families can fully understand their students' progress and how parents can support student outcomes (translation is available).
- Administer annual survey to parents, staff, and students.
- Messaging tools are used to frequently with families to build support for positive student outcomes and to encourage families to attend school events.
- Host meetings for families of students with disabilities with special education team who build partnership with families to ensure goal attainment.
- Provide consistent communication through email, phone calls, and text notification. Send weekly announcements. Post notifications on Facebook. Send newsletters home every week.
- Host family events like Back to School Night.
- Parents participate on the Parent Advisory Council to advise the Board.
- Teachers will utilize an application for daily/weekly to communicate with parents about their child.
- Opportunities to volunteer at the Charter School or on field trips.
- The Charter School's website will be updated regularly that will include the school's calendar.
- Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Literacy Night, Math Night, Using Educational Technology, and Transition to MS and HS Night.
- The parents celebrate presentations (Talent Show, Awards Assembly, etc.) to witness their child sharing their academic hard work and achievement. Parents also serve on committees, lead community activities and initiatives throughout the year, and parents serve on the Charter School Board of Directors.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The Charter School's focus areas for improvement in Building Relationships Between School Staff and Families include:

- Work with parents to encourage stronger communication to ensure that the above strategies are effective.
- Ensure advertising about parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Literacy Night, Math Night, Using Educational Technology, and Transition to MS and HS Night.
- Ensure Parent Advisory Council takes place a minimum of four times per year.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The Charter School will continue to focus on improving the engagement of underrepresented families in relation to Building Relationships Between School Staff and Families. The Charter School will continue to focus on ELAC with training and having parents reach parents to empower families. The Charter School focuses on student learning, individual goals for the students, and investing in families to include translation services to parents who are English Learners. The Charter School will continue to host events for parents at various times throughout the day to ensure that families can actively participate in the school community. To parents and families with disabilities, Charter School provides reasonable accommodations such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. The Charter School will make special accommodations for communicating with parents or families with accessibility needs or other special needs like conducting home visits. For parents of migrant students, the Charter School will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The Charter School will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs and developing an Individualized Learning Plan to support the student.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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.				4	
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.			3		
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.			3		

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The Charter School's strengths and progress in Building Partnerships for Student Outcomes are developing a strong and supportive school culture through a Positive Behavior Intervention and Support ("PBIS") program and restorative practices, family communication through SchoolWise, the website, Facebook, and the newsletter, and partnerships through conferences, parent workshops, and family events. The Charter School has developed partnerships with the After-School Program where the paraprofessionals work on homework and enrichment activities. The Charter School also uses buddy teachers, gardening, and STEAM enrichment, and PBIS. We are constantly striving to build relationships between school staff and families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The Charter School's focus area for improvement in Building Partnerships for Student Outcomes includes building the After-School Program to include tutoring, intervention programs, and enrichment programs. Building partnerships with families to support the school community will continue with culturally responsive pedagogy, intervention teachers, school counselor, Project Based Learning, and PBIS. Our primary focus must be to improve attendance and decrease chronic absenteeism.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The Charter School's will improve engagement of underrepresented families in relation to Building Partnerships for Student Outcomes will continue to build trusting relationships with families. For families of English Learners, the Charter School will continue to provide translation services, invite families to better understand the acquisition of the English language, and how to engage with the school. For families of students with disabilities, the Charter School will engage with families during IEP meetings and in planning activities and programs for students.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The Charter School's strengths and progress in Seeking Input for Decision-Making are seeking input from educational partners through an annual survey, monthly Board meetings, Parent Advisory Council, and staff and Board accessibility. Hiring includes several educational partners to ensure that future employees meet the qualifications and align to the Charter School's mission.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The Charter School's focus area for improvement in Seeking Input for Decision-Making will include programmatic decisions through the Professional Learning Communities in regard to instructional strategies, curriculum, timing of events and assessments. Furthermore, the families will have additional opportunities to share information through monthly Board meetings and Parent Advisory Council.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The Charter School's will improve engagement of underrepresented families in relation to Seeking Input for Decision-Making will meeting for parents of English Learners and parents of Students with Disabilities to provide information about the programs provided to the students.

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?

The 2023 Survey results are from Parents, Staff, Students, and Board Members. 28 of 62 families responded (45%). 15 of 20 staff responded (75%). 57 of 93 students plus the TK/K/1 class who answered together as one responded (81%). 5 of 5 Board members responded (100%). Therefore, all data is reliable.

Parent Survey Results -

What do you like most about the Charter School?

- 1- Enrichment Program (Gardening, STEAM)
- 2- Small Class Size
- 3- Teachers

What areas can the Charter School Improve?

- 1- Athletics
- 2- Communication
- 3- Facilities
- 4- Parent Involvement

Which goal is your highest priority?

- 1- Facilities/Textbooks/Technology/Teachers
- 2- Positive School Climate AND Academic Progress AND High Student Achievement
- 3- Enrichment Program - Gardening, STEAM

82.2% feel comfortable discussing a concern with my child's teacher.

78.6% feel the Board of Directors listens to and responds to those issues and concerns that impact the school.

78.6% feel there is an adequate amount of information about school events and activities.

89.3% feel the School Staff (including Office Staff, Cafeteria Staff, Yard Staff, Instructional Staff, Bus Driver, other teachers, Administrator) treat my child fairly.

92.8% feel welcome when they visit the AJJCS campus.

92.8% feel AJJCS employs highly qualified teachers (all teachers properly credentialed for their assignment).

100% feel AJJCS ensures sufficient student access to standards-aligned instructional materials (textbooks, Chromebooks, etc.), including technology.

71.4% feel AJJCS has implemented Common Core State Standards in all core content areas for all students including English Learners and children with special needs (21.4% No Opinion).

78.6% feel AJJCS provides student access to a broad curriculum including enrichment classes, high achieving classes, and interventions for struggling students (21.4% No Opinion).

89.4% feel my child is making good progress at AJJCS.

89.4% are satisfied with the education program provided by AJJCS.

75% feel AJJCS encourages parental involvement and participation.

92.9% feel AJJCS seeks parent/guardian input on educational programs offered for the students.

82.1% feel AJJCS focuses on high attendance rate for students.

96.5% feel AJJCS maintains a positive school climate.

85.7% feel my child feels physically and emotionally safe on campus.

96.5% feel my child is connected to school.

71.5% feel they receive frequent information about my child's academic progress.

86.6% feel AJJCS focuses on high attendance rate for students.

93.3% feel our students are connected to school and engaged in the school community.

66.7% feel valued and supported at our school.

73.3% feel feedback and input is considered at our school.

100% feel supported through professional development opportunities.

53.4% regularly use student achievement data to make decisions about teaching (40% No Opinion).

Student Survey Results-

What do you like about our school?

1. Friends
2. STEAM
3. Teachers

What do you think our school should improve?

1. Garden
2. Sports/Activities
3. Small Class Size

The statements below are about your teacher.

- 78% My teacher expects me to do my best.
- 59.3% My teacher cares about me.
- 55.9% I can talk to my teacher when I have a problem.
- 47.5% My teacher treats all children fairly
- 40.7% My teacher answers my questions and gives me extra help.
- 5.1% I do not agree with any of the above statements.

- 81.4% Yes I know about school activities.
- 69.5% Yes My classroom has enough textbooks and materials for every student.
- 94.9% Yes I use technology (a Chromebook or the Computer Lab) at school at least once a week.
- 86.4% Yes I take classes that prepare me for college and a career. (STEAM, Gardening, Library, etc.)
- 52.5% Yes Students at our school always try their best and want to learn.
- 72.9% No Parents are often in my classroom and at school activities to help or participate.
- 98.3% Yes It is important to come to school every day and on time.
- 89.8% Yes I feel safe inside my classroom.
- 91.5% Yes I feel safe on the playground.
- 86.4% Yes I feel safe on the playground.
- 92% Yes I feel safe on the bus.
- 76.3% Yes Students who misbehave receive a consequence.
- 86.4% Yes I know how I am doing at school. My teacher(s) talks to me about how I am doing and how I can improve.

After-School Program

- I attend the After-School Program.
- 33.9% No, I never attend the After-School Program.
- 25.4% I only attend in an emergency (Rarely).
- 22% Yes, I attend one day of the week (Occasionally).
- 10.2% Yes, I attend everyday (Always).
- 8.5% Yes, I attend most days of the week (Usually).

If you usually or always attend the After-School Program, what is the best part?

1. Getting to play
2. Working on projects (art, music, crafts, etc.)
3. Eating a snack

If you usually or always attend the After-School Program, what would you like to see improved?

1. More snacks
2. Students should be quieter
3. More slime

Priorities

What should our school focus on?

1. Students know what subjects/skills they should practice
2. Students feel safe at school
3. Classes to prepare me for college/career
4. Student come to school every day and on time
5. Students get better grades
6. Parents get more involved

7. Teachers, books, technology
8. Common Core teaching

Board Survey Results-

Which goal is your highest priority?

1. 60% Positive School Climate
2. 20% High Student Achievement
3. 20% Parent Communication about Student Progress

100% feel AJJCS employs highly qualified teachers (all teachers properly credentialed for their assignment).
100% feel AJJCS ensures sufficient student access to standards-aligned instructional materials (textbooks, Chromebooks, etc.), including technology.

100% feel AJJCS has implemented Common Core State Standards in all core content areas for all students including English Learners and children with special needs.

100% feel AJJCS provides students with access to a broad curriculum.

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)

All students receive enrichment classes, regardless of grade spans, unduplicated student groups, and individuals with exceptional needs served, to include gardening, art, and STEAM courses. Any students who are low achieving in reading receive Leveled Literacy Intervention daily. In addition, all students who need help meeting the standards receive targeted, small-group intervention in the general education classroom.

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)

The Charter School has provided all students with high-quality instruction and a rigorous State Standards aligned curriculum in research-based environment that provides relevant learning experience that encourages student engagement. The strengths of Charter School includes providing the Professional Development sessions in data analysis, restorative practices, mindfulness, and instructional strategies. The ELD program has been reviewed for each EL. The actions and services increased the student engagement through enrichment courses, presentations, awards program, attendance incentives, family meetings and interventions.

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)

The Charter School analyzed external school data to include SBAC and ELPAC and internal school data to include formative data to include Renaissance STAR, and two primary needs emerged. First, the team identified a need for increased achievement in ELA and Math for all students. Second, the team identified a need for more focus on social emotional well-being. This was related to another trend seen in the data of the need to increase students' sense of belonging and relationships with peers. The team accounted for these needs in its goal setting and action steps, believing that increasing the number of events that may increase connectedness on campus will strengthen

school culture. These events will include student recognition programs, use of a social emotional learning program, and positive school climate to boost school pride and students' sense of purpose.

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)

The Charter School will provide intensive and strategic interventions for students in English Language Arts and Mathematics for students who qualify. In order to ensure that the students are safe and healthy, the Charter School has implemented powerful Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL), and Restorative Practices. The approach to PBIS has been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. The long-term benefits of this support and the inclusion of SEL will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

Technology enhancements are important for the school community. The Charter School has added technology to increase the home to school connection. The Charter School incorporates laptop at a 1:1 ratio to support the core curriculum. The benefit of using technology like this support each student at their own level. It provides another format to ensure the core curriculum is differentiated in a way that support the students' interests, allows them to interact with the platform individually at their own level and provides digital texts that can define words, allow students to take notes or refer to the text. The goal of using technology to supplement the core program ensures that personalized instruction is provided.