

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities (Priority 1)

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

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

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

0

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

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

0

Additional Comments

- 100% of teachers had the appropriate credential(s) as documented in CALPADS.
- 100% of students had access to State Standards-aligned instruction and materials.
- All facilities met standards as reported on the School Accountability Report Card.

STANDARD MET

Implementation of Academic Standards (Priority 2)

This measure covers the implementation of state academic standards.

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

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

Reflection Tool Rating Scale (lowest to highest)

1

Exploration And Research Phase

2

Beginning Development

3

Initial Implementation

4

Full Implementation

5

Full Implementation And Sustainability

Professional Development

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

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

3

Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

2

Beginning Development

Mathematics – Common Core State Standards for Mathematics

3

Initial Implementation

Next Generation Science Standards

2

Beginning Development

History - Social Science

2

Beginning Development

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

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

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

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

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

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

Implementation of Standards

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

Career Technical Education

1

Exploration And Research Phase

Health Education Content Standards

1

Exploration And Research Phase

Physical Education Model Content Standards

3

Initial Implementation

Visual and Performing Arts

3

Initial Implementation

World Language

1

Exploration And Research Phase

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

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

2

Beginning Development

Identifying the professional learning needs of individual teachers

3

Initial Implementation

Providing support for teachers on the standards they have not yet mastered

3

Initial Implementation

STANDARD MET

Parent and Family Engagement (Priority 3)

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

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

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

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

3

Initial Implementation

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

3

Initial Implementation

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

4

Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

4

Full Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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. 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 Executive Director will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The Executive Director 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.

Additionally, AJJCS does the following to ensure the engagement of underrepresented families:

- Administer Annual Parent survey
- Provide Oral and Written Translation to parents who speak a language other than English
- Coffee and Donuts monthly informal meeting with parents to discuss schoolwide events, issues and concerns.
- Provide consistent communication through email, phone calls, and text notification.
- Send newsletters home every week.
- Parents participate on the School Site Council (SCC) to advise the Board.

- Teachers will utilize an application like Remind for daily/weekly to communicate with parents about their child.
- The Charter School’s website will be updated regularly that will include the school’s calendar.
- Charter School will use social media to inform parents/public about schoolwide events.
- 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. Charter School provides materials during parent workshops in English and Spanish.
- The parents celebrate the presentations 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.
- Family Meetings (Parent, Teacher, Student Conferences) are held once per semester.
- Charter School will provide parents of students in grades TK-8 with access to School Pathways Parent Portal to access their child’s academic grades, progress, and attendance.

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.

3

Initial Implementation

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

3

Initial Implementation

7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

3

Initial Implementation

8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

2

Beginning Development

Briefly describe the LEA’s current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The Charter School continues to focus on an LCAP goal that addresses State Priority 3 which includes: Partner with parents to ensure parents are informed about their child’s progress and have opportunities to be involved at the school. Charter School is committed foster a strong and supportive school culture, increased family communication and instructional excellence. These increased or improved services are tutoring English Language Arts and Mathematics; providing field trips; hosting cultural events; preparing students for college and career readiness through informational events, and improved academic achievement in English Language Arts and Mathematics; expand Social Emotional Learning (SEL) to learn how to interact with peers and increase a sense of belonging; and increase the use of Restorative Practices; train teachers on the value and use of data-driven instruction as a tool for improving student understanding; teach technological proficiency through integration of technology in the classroom; train teachers on how to integrate technology into the classroom; purchase software, apps, and devices to ensure staff and student access to technology; utilize home-school communication as a method of engaging families and encouraging ownership in school success through translation, parent-teacher conferences, and use of home to school communications; professional development on mindfulness, gardening, and project-based learning; engaging school and community in conversations through increased engagement and decision-making, monthly Coffee and Donuts meetings and parent events, and working with School Site Council (SSC); retain well-trained and highly qualified teachers; and provide one nutritionally adequate free or reduced-price meal; Participate in the annual student, staff and parent survey.

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

Full Implementation

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

4

Full Implementation

11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

3

Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

3

Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

At the Charter School, parent input in decision-making will take place through the following:

- School Site Council (SSC) (advisory committee to the board) - comprised of parents, teachers and community members**
- Parents serve on the Charter School Board of Directors**

Newsletters

Surveys

STANDARD MET

Local Climate Survey (Priority 6)

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

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

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

Local Climate Survey Summary

Parents/Guardians/Caregivers

What do you like most about the Charter School?

- 1. Student Attendance, Small Class Size (State Priority 2) 70.8%**
- 2. Positive School Climate, Activities and Events (State Priority 6) 52.1%**

- 3. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7, 8) 43.8%
- 4. Academic Program (State Priority 4) 39.6%

What areas can the Charter School Improve?

- 1. Facilities/Textbooks/Technology/Teachers (State Priority 1) 47.9%
- 2. Academic Program (State Priority 4) 35.4%
- 3. Communication about Student Progress and School Events (State Priority 4, 5) 31.3%
- 4. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7, 8) 20.8%
AND High Student Achievement 20.8%

What goal is your highest priority?

- 1. Academic Program (State Priority 4) 66.7%
- 3. Positive School Climate, Activities and Events (State Priority 6) 31.3%
- 4. Focus on Rural Agricultural Preservation, Mindfulness, and Civic Responsibility (State Priority 7,8) 22.9%

STANDARD MET

Access to a Broad Course of Study (Priority 7)

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

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The Charter School provides a daily Universal Access and ELD period. Our students get targeted, small-group interventions based on student need. All students participate in enrichment in art, music, PE, gardening, technology, and community service.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

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. Identification of any barriers preventing access to a broad course of study for all students.

The LCAP Committee 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, but especially for socioeconomically disadvantaged 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, positive school climate to boost school pride, and students' sense of purpose.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

The Charter School will provide intensive and strategic interventions for students in English Language Arts and Mathematics for ALL students focusing on the significant subgroups of Latinx, Students with Disabilities, and Socioeconomically Disadvantaged Students

supported by teachers and additional support staff. 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 Mindfulness. 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.

Optional Narrative (500 Characters)

Agnes J. Johnson Charter School educates students in grades TK-12 in Southern Humboldt County in an inclusive community supported by families and educators using innovative instructional strategies including multiple modalities, experiential learning and practical applications to ensure academic excellence based on state standards, rural agricultural preservation, and civic responsibility. Agnes J. Johnson Charter School will develop productive, self-sufficient citizens capable of self-expression, effective communication, problem solving, and critical thinking who will succeed in our constantly changing world.