

## Local Performance Indicator Quick Guide

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.

## Self-Reflection Tools

### ***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

0/0%

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

0/0%

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

0/0%

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

**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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)			x		
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science				x	

- 2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ELA – Common Core State Standards for ELA					x
ELD (Aligned to ELA Standards)					x
Mathematics – Common Core State Standards for Mathematics			x		
Next Generation Science Standards			x		

Academic Standards	1	2	3	4	5
History-Social Science			x		

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				x	
ELD (Aligned to ELA Standards)				x	
Mathematics – Common Core State Standards for Mathematics				x	
Next Generation Science Standards				x	
History-Social Science				x	

**Other Adopted Academic Standards**

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

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

Academic Standards	1	2	3	4	5
Career Technical Education					x
Health Education Content Standards					x
Physical Education Model Content Standards					x
Visual and Performing Arts		x			
World Language					x

**Support for Teachers and Administrators**

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered				x	

**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.**

As a small charter school, JMCS has been working diligently over the past few years to write and implement new curriculum aligned to the new standards that offers our students both mirrors and windows and is designed to be culturally responsive to their needs. This work has been slightly delayed due to continued COVID disruptions and subsequent low enrollment and additional priorities for our small staff. In 2021-22, we successfully ran large-scale pilots of four new curricula with included professional learning opportunities and in 2022-23, we will move to full, sustainable implementation of two of the four pilots, with two curricula continuing as pilots to ensure proper implementation support throughout the coming school year. JMCS professional development is data-driven and designed to meet the needs of teachers; we will continue to increase our identification of individual teachers’ learning needs and individualized learning support for standards not yet mastered in the 2022-23 school year.

**Parental Involvement and Family Engagement (LCFF Priority 3)**

**Section 1: Building Relationships Between School Staff and Families**

Practices	Rating Scale Number
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.	3

**Building Relationships 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 Relationships Between School Staff and Families.

As 90% of our student body is over the age of 18, parent involvement at JMCS is minimal. Our partner agencies serve in the role as advocates for students and we work closely with these partners to develop, maintain and revise programming to meet students' needs. Students have access to curriculum and technology to access learning from home and teachers have effectively supported this learning over the past year. JMCS uses standard Student Achievement Plans across all sites and regular student progress meetings to ensure students and their advocates are aware of student progress and ways to support improved student outcomes.

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.

One focus area for improvement is to ensure consistent messaging and implementation of Student Achievement Plans (SAPs) across all JMCS classrooms. In 2022-23, JMCS will focus on rebranding and revisiting SAPs to support student understanding of progress and achievement. In addition, JMCS will focus on improving communication and practices regarding student support at all sites to address student retention and academic achievement.

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.

JMCS continues to endeavor to support language access for all families through leveraging embedded structures and employee language skills to serve as translators when needed. As most students are of age and most families of our minor students are not actively present in students' lives, our partners serve important roles in advocating for students and together we are working to increase access to classrooms and programs for families through open houses, increased communication methods and other site events.

**Section 2: Building Partnerships for Student Outcomes**

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
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	4

together to support improved student outcomes.	
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.

As 90% of our student body is over the age of 18, parent involvement at JMCS is minimal. Our partner agencies serve in the role as advocates for students and we work closely with these partners to develop, maintain and revise programming to meet students' needs. Our partners participate in regular meetings with JMCS administration, give feedback on our goals and schoolwide progress and receive site-level and student-level achievement data to ensure clear lines of communication. For those sites who do serve minors, we reach out to families consistently and offer opportunities for participation in conferences, classroom activities and student progress updates, for example. Parents participate in any IEP or special education processes as well as in parent-student-teacher conferences throughout the year.

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.

One focus area for improvement is to increase opportunities for parents to visit classrooms and get to know our programs better. We will strengthen this area through planned open houses throughout the year at all sites with minors and intentional parent outreach and recruitment. An additional focus area is increasing opportunities to share best practices related to ongoing student learning and students' legal rights with our partner agencies to ensure students receive well-rounded programmatic support.

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.

JMCS will continue to engage underrepresented families through intentional outreach at sites with minors, ensuring proper language support and providing multiple access points for engaging in our programs.

**Section 3: Seeking Input for Decision-Making**

Practices	Rating Scale Number
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.	3
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.

As 90% of our student body is over the age of 18, parent involvement at JMCS is minimal. Our partner agencies serve in the role as advocates for students and we work closely with these partners to develop, maintain and revise programming to meet students’ needs. Teachers also build close relationships with students and work directly with students to seek input and, when possible, collaborate to make decisions that will impact programming

and the student experience. JMCS has a strong focus on creating safe, inclusive classrooms where teachers and students work together to support student success.

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.

One focus area of improvement is for JMCS to strategically leverage student advisory groups run by our partner agencies for schoolwide use to increase student voice in our programmatic decisions. We will work to increase student voice and student choice in our classrooms through increasing the use of student advisory groups and gathering student feedback on a more regular basis.

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.

JMCS will continue to engage underrepresented families through intentional outreach at sites with minors, ensuring proper language support and providing multiple access points for engaging in our programs.

## **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?

This year's JMCS school climate survey demonstrated success in many areas. After almost two years of distance learning, on top of the previous interrupted and negative school experiences most of our students have had, 71% of students felt welcome back in class, despite the social isolation many felt during COVID. 87% of students felt they had a voice in decision-making in their classes. 64% rated their schoolwork as highly interesting and about 70% felt their schoolwork was preparing them for college and/or a career. 76% rated their teachers' instruction as interesting and engaging. 81% rated their classroom cultures as mostly positive with 15% rating their classroom cultures as neutral. 75% of students felt JMCS was meeting its first goal of providing high quality classroom instruction and curriculum to support college and career readiness and the elimination of academic barriers. 82% felt JMCS was meeting its second goal of providing safe, welcoming and inclusive classroom spaces for all staff, students and families. Our Highlight equity survey data also supports our school climate survey data. On a scale of 1-5, students reported their basic needs are met (4.36), they feel they belong at school (4.18), they have a sense of self-efficacy (4.29), school is rigorous (4.11) and they feel hopeful about their futures (4.36). Within this data, certain subgroups warrant extra attention and analysis. In particular, white male students and students from families with higher educational backgrounds have a weaker sense of connection with staff members than other subgroups, Latinx students do not always feel they have opportunity to learn about different cultures, including their own, and multiple subgroups feel teachers do not always express high expectations.

Overall, these survey results indicate JMCS meets and exceeds its primary goal of reengaging youth in education and creating safe spaces and positive relationships to help students meet their educational goals. Students are happy with their school experience and feel supported by their teachers. They have academic mindsets and feel that their experience at JMCS will help them meet their future goals.

These results also offer us areas for growth, specifically in the areas of increasing student voice in decision-making, communicating high expectations to students, ensuring culturally relevant, rigorous work and recognizing and interrupting the ways in which implicit bias can impact our work. In the coming year, JMCS will improve and increase its structures for gathering student feedback both at the classroom level and at a schoolwide level to ensure student voices are heard and have an active role in decision making when applicable. In addition, we will continue our regular professional development on culturally responsive teaching, race and implicit bias to strengthen our understanding and improve our instructional pedagogy. JMCS will also be continuing to implement new curricula that represents mirrors and windows for our students.

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

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)

JMCS offers a broad course of study for all students with core academic subjects aligned to state standards through our benchmark course outlines. We are able to meet any student's credit needs with our variety of course offerings. Additionally, JMCS uses PowerSchool as our SIS. Through PowerSchool, we are able to track the extent to which students, aggregated and disaggregated by subgroups, are enrolled in courses of study that meet their academic and credit needs.

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)

100% of JMCS students have access to and are enrolled in a broad course of study that meets their academic and credit needs.

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)

100% of JMCS students have access to and are enrolled in a broad course of study that meets their academic and credit needs. JMCS does not have any barriers that prevent our students from having access to or enrolling in a broad course of study that meets their academic and credit needs.

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)

100% of JMCS students have access to and are enrolled in a broad course of study that meets their academic and credit needs. No revisions, decisions or new actions are required.