



***INSPIRE CHARTER SCHOOLS***

1740 Huntington Drive #205, Duarte, California 91010  
Phone (626) 932-1802 \* Fax (626) 932-1804

**Special Board Meeting  
November 29, 2017- 5:40 p.m. - 6:00 p.m.  
3840 Rosin Court # 200  
Sacramento, CA 95834**

**Through Teleconference**

**Jenny Thompson  
7637 Lauppe Lane  
Citrus Heights, CA 95621**

**Wes Carpenter  
1215 Sage Heights  
Cool, CA 95614**

**Julisa Platte  
5030 Elgin Woods Court  
Antelope, CA 95843**

**AGENDA**

1. Call to Order
2. Public Comment
3. Dashboard Indicators
4. Adjournment

Public comment rules: Members of the public may address the Board on agenda or non-agenda items. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to 2 minutes each, with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Note: Inspire Charter Schools Governing Board encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Governing Board Office at 818-207-3837 at least 48 hours before the scheduled board meeting so that we may make every reasonable effort to accommodate you. (Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132))

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Help Desk

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Finalize

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

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

**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.

**Instructions:** Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

0

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

0

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

0

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

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Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Finalize

## Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

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.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

### Option 1: Narrative Summary

**In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.**

**Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:**

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

### Option 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. 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**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**English Language Development (Aligned to English Language Arts Standards)**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Mathematics – Common Core State Standards for Mathematics**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**Next Generation Science Standards**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**History-Social Science**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**2. Rate the local educational agency'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**

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

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**English Language Development (Aligned to English Language Arts Standards)**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Mathematics – Common Core State Standards for Mathematics**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**Next Generation Science Standards**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**History-Social Science**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**3. 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**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**English Language Development (Aligned to English Language Arts Standards)**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Mathematics – Common Core State Standards for Mathematics**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Next Generation Science Standards**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**History-Social Science**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress 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 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**Health Education Content Standards**

☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

**Physical Education Model Content Standards**

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**Visual and Performing Arts**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**World Language**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

## Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Identifying the professional learning needs of individual teachers

☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

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

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

- ☒ Met  
☐ Not Met  
☐ Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

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Help Desk

Logout

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Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Finalize

## Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

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.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

### Option 1: Survey

**If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:**

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

An annual parent survey was created by staff and used to collect data from parents regarding their input into the school's decision making policies and parent participation. The school is an independent study charter school in which teachers and parents meet monthly or more to provide academic, social and emotional support to students. The survey found that

An annual parent survey was created by staff and used to collect data from parents regarding their input into the school's decision making policies and parent participation. The school is an independent study charter school in which teachers and parents meet monthly or more to provide academic, social and emotional support to students. The survey found that over 97% agreed or strongly agreed they were receiving a good education, 85% agreed or strongly agreed their children felt safe and connected to the school, 93% agreed or strongly agreed with the amount of academic support they were given by the school, and 91% agreed or strongly agreed communication and interactions with the teacher were effective, safe, and provided opportunities that were able to make connections with the real-world based on information learned in their classes. The survey demonstrated that students and families felt Inspire Charter School - Central clearly explained expectations for learning in an independent environment (online or textbook based.) Students and families highlighted the opportunities to participate in decision making regarding events, social interaction and educational field trips. Even though the survey results were very positive, we are always striving to provide our students the best educational experience possible, as well as aligning goals based on our LCAP.

## Option 2: Local Measures

### Summarize:

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

Examples of measures that local educational agencies could select are listed below.

#### A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

#### B. Promoting Participation in Programs

1. Measure of whether 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.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- ☒ Met  
☐ Not Met  
☐ Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

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Logout

Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Finalize

## School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

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.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Inspire Charter School - Central is an independent study school. We created our own survey to solicit feedback regarding school climate to measure school safety and student connectedness. The results from the survey indicated 79% of the respondents agreed or strongly agreed that they felt connected to school, 75% of the respondents agreed or

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text is limited to 1500 characters

Submit Responses

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Inspire Charter School - Central is an independent study school. We created our own survey to solicit feedback regarding school climate to measure school safety and student connectedness. The results from the survey indicated 79% of the respondents agreed or strongly agreed that they felt connected to school, 75% of the respondents agreed or strongly agreed the students looked forward to school each day and 87% of the respondents agreed or strongly agreed the teacher was engaged, contacted the family and provided academic support to the student. Students shared how they could connect with their teachers via phone, e-mail, online learning platform (blackboard, Zoom) or in-person, while having access to assistance as needed from Registrar, Executive Director, Principal or counselors. The students stated they felt connected to school through the free educational field trips, enrichment activities, and other social events offered through the school such as zoo day, middle school dance or park day.



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Help Desk

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

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

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

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.

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All fields marked with an asterisk (\*) are required

**Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: \***

0

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

0

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

0

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

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Help Desk

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Priorities

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Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

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## Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

**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.

**Instructions:** Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (\*) are required

### Option 1: Narrative Summary

**In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.**

**Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:**

- English Language Arts – Common Core State Standards for English Language Arts
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- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

### Option 2: Reflection Tool

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

**1. 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**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**English Language Development (Aligned to English Language Arts Standards)**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Mathematics – Common Core State Standards for Mathematics**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**Next Generation Science Standards**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**History-Social Science**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**2. Rate the local educational agency'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**

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

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**English Language Development (Aligned to English Language Arts Standards)**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Mathematics – Common Core State Standards for Mathematics**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**Next Generation Science Standards**

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

**History-Social Science**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**3. 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**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**English Language Development (Aligned to English Language Arts Standards)**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Mathematics – Common Core State Standards for Mathematics**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Next Generation Science Standards**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**History-Social Science**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress 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 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**Health Education Content Standards**

☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

**Physical Education Model Content Standards**

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

**Visual and Performing Arts**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

**World Language**

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

## Support for Teachers and Administrators

5. During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), 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

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Identifying the professional learning needs of individual teachers

☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

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

☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: \*

- ☒ Met  
☐ Not Met  
☐ Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

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Logout

Priorities

Priority 1



Priority 2



Priority 3



Priority 6



Finalize

## Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

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.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

### Option 1: Survey

**If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:**

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

An annual parent survey was created by staff and used to collect data from parents regarding their input into the school's decision making policies and parent participation. The survey found that over 96% agreed or strongly agreed they were receiving a good education, 96% agreed or strongly agreed their children felt safe and connected to the school, 95%

An annual parent survey was created by staff and used to collect data from parents regarding their input into the school's decision making policies and parent participation. The survey found that over 96% agreed or strongly agreed they were receiving a good education, 96% agreed or strongly agreed their children felt safe and connected to the school, 95% agreed or strongly agreed with the amount of academic support they were given by the school, and 90% agreed or strongly agreed communication and interactions with the teacher were effective, safe, and provided opportunities that were able to make connections with the real-world based on information learned in their classes. The survey demonstrated that students and families felt Winship Community School clearly explained expectations for learning in an independent environment (online or textbook based.) Students and families highlighted the opportunities to participate in decision making regarding events, social interaction and educational field trips. Even though the survey results were very positive, we are always striving to provide our students the best educational experience possible, as well as aligning goals based on our LCAP.

## Option 2: Local Measures

### Summarize:

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

Examples of measures that local educational agencies could select are listed below.

#### A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

#### B. Promoting Participation in Programs

1. Measure of whether 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.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

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## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- ☒ Met  
☐ Not Met  
☐ Not Met For Two or More Years

**Optional:** Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Submit Responses

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Questions: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov) (mailto:lcff@cde.ca.gov)

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Priorities

Priority 1



Priority 2



Priority 3



Priority 6



Finalize

## School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

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.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as 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). Specifically, local educational agencies 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 that are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

learning platform (blackboard, Zoom) or in-person, while having access to assistance as needed from Registrar, Executive Director, Principal or counselors. The students stated they felt connected to school through the free educational field trips, enrichment activities, and other social events offered through the school.

## Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:\*

- ☒ Met  
☐ Not Met  
☐ Not Met For Two or More Years

**Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.**

Text is limited to 1500 characters

Submit Responses

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Winship Community School is an independent study school. We created our own survey to solicit feedback regarding school climate to measure school safety and student connectedness. The follow data is based on 17 climate surveys from students. The results from the survey indicated 96% of the respondents agreed or strongly agreed that they felt connected to school, 95% of the respondents agreed or strongly agreed the students looked forward to school each day and 93% of the respondents agreed or strongly agreed the teacher was engaged, contacted the family and provided academic support to the student. Students shared how they could connect with their teachers via phone, e-mail, online learning platform (blackboard, Zoom) or in-person, while having access to assistance as needed from Registrar, Executive Director, Principal or counselors. The students stated they felt connected to school through the free educational field trips, enrichment activities, and other social events offered through the school such as zoo day, middle school dance or park day.