

PUC Schools Local Indicators Self Scoring Tool

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

- Number/percentage of misassignments of teachers of English learners, 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC). For LEAs that use the California Department of Education's SARC template, this information will be auto-populated within the web-based evaluation rubrics system. LEAs that do *not* use the California Department of Education's SARC template will have to input this information manually in the web-based evaluation rubrics system.

Data Sources:

- School Accountability Report Card

Implementation of State Academic Standards (Priority 2)

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below:
 - Common Core State Standards for ELA
 - English Language Development (ELD) Aligned to ELA Standards
 - Common Core Standards for Mathematics
 - Next Generation Science Standards
 - History-Social Science

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

Content Area	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	

Data Sources:

- Survey results from PUC-WIDE Professional Development
- PUC Teacher Development System

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- School Site Professional Development
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:
- Common Core State Standards for ELA
 - ELD Aligned to ELA Standards
 - Common Core Standards for Mathematics
 - Next Generation Science Standards
 - History-Social Science

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

Content Area	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	

Data Sources:

- PUC Unit Frameworks (All Contents)
 - PUC DBQ System (History)
 - PUC Math Instructional Methods (Math)
 - Instructional Team Professional Development and Coaching (All Contents)
 - Site Leadership Professional Development and Coaching (All Contents)
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):
- Common Core State Standards for ELA
 - ELD Aligned to ELA Standards
 - Common Core Standards for Mathematics
 - Next Generation Science Standards
 - History-Social Science

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

Content Area	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

Data Sources:

- PUC-WIDE Professional Development (Scope and Sequence and Reflections)
- PUC Teacher Development System
- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)

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:

- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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

Content Area	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	

Data Sources:

- PUC Wide Professional Development for Visual and Performing Arts (Scope and Sequence and Reflections)
- PUC Wide Professional Development for Foreign Language (Scope and Sequence and Reflections)
- PUC Wide Professional Development for Physical Education (Scope and Sequence and Reflections)
- Regional Content Collaboration Time/ Data Analysis

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Support for Teachers and Administrators

5. During the 2015–16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators:

- Identifying the professional learning needs of groups of teachers or staff as a whole
- Identifying the professional learning needs of individual teachers
- Providing support for teachers on the standards they have not yet mastered

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

Content Area	1	2	3	4	5
Identifying the professional learning needs of subgroups 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 met mastered				X	

Data Sources:

- PUC-WIDE Professional Development (Scope and Sequence and Reflections)
- PUC Teacher Development System
- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)

Optional Narrative

6. Provide any additional information that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

N/A

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Parent Engagement (Priority 3)

LEAs 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 LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its Local Control and Accountability Plan (LCAP).

OPTION 1: Survey - If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA 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 LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Narrative:

PUC CCES

The family survey is conducted annually in the spring. The comprehensive survey consists of 5 categories; Facilitation, Family Expectations, Respect, Safety and School Climate. The survey was created by the PUC Schools Charter Management organization. The family survey has questions related to LCAP goals centered on parent engagement:

- I am able to talk to teachers at this school about how to help my child learn better
- I am able to talk to teachers at this school about my child's academic progress
- I feel welcomed in this school
- I have had sufficient opportunities to get involved in supporting the school

The LCAP goals centered on parent engagement:

- 100% Parent access to opportunities for participation, and input on decision-making
 - Family Meetings, School Advisory Council, Coffee with the Principal
- School will provide a minimum of 6 Family Meetings
- School will invite 2 parents to attend all School Advisory Council Meetings.
- School will engage with outside organization to provide training and development for Parent Engagement.

PUC CCES received a score of 4.28 of 5 in 2016-17. This is a level III of IV with the rubric narrative of:

Level III: Proficient Performing School: The school has developed goals, processes, and supports for all students with a clear focus on sub-groups. The school has specific and consistent rituals and routines in place to support clear and well-communicated school site rules and expectations. The school demonstrates growth and improvement over the year. The school has systems in place for students to reflect on academic and personal growth. Occasional problems with student behavior occur. The inter-relational climate reflects a good morale and some collaboration amongst the staff. The school provides a good amount of resources and learning experiences for students to meet

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academic expectations. Parents are comfortable on campus; they are asked to participate in events and have some contact with teachers beyond just formal meetings. Teachers care about students and provide help. The school campus is clean, safe, and free from vandalism.

Specific to a trend analysis of the survey results show the following:

The family survey for PUC CCES shows that families feel welcome, are able to talk to teachers and are satisfied with overall education at the school. The results shows that families feel welcome and the school has high expectations for the students. They see adults who will do whatever they can to support their children. The families have high expectations for their child to graduate high school and attend college. The family survey results for PUC CCES make reference to the need for strategies in dealing with disruptive students.

Additional Data Gathering sources:

The school also collects data from their monthly School Advisory Council (SAC) meetings and Coffee with the Principal meetings. The school board reviews SAC meeting notes annually.

OPTION 2: Local Measures - Summarize:

1. the LEA's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. the LEA's progress on at least one measure related to promoting parental participation in programs; and
3. why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Examples of measures that LEAs 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.

School Climate (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). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that

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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 is particularly relevant to school safety and connectedness.

Narrative:

PUC CCES

PUC Community Charter Elementary School conducts an annual student survey. The comprehensive survey consists of 7 Constructs; Captivate, Care, Challenge, Clarify, Confer, Consolidate, and Control. Each teacher and every grade level is surveyed.

Questions and Favorable Ratings in the survey that relate to safety and connectedness are as follows:

Construct	Item/Question	% Favorable Rating
Captivate	Learning is important in my classroom.	88%
Care	My teacher in this class makes me feel that she really cares about me	65%
Care	I like the way my teacher treats me when I need help.	65%
Confer	My teacher checks to make sure we understand what she is teaching us.	62%
Confer	My teacher wants me to share my thinking and ideas.	41%
Consolidate	My teacher takes the time to help us reflect on what we have learned.	42%
Control	My teacher makes sure that everyone follows the classroom norms and the Habits of a Scholar.	71%

PUC CCES received an overall score of 3.29 of 4, Level III of IV. Focus for PUC CCES is ensuring strong Rituals and Routines are common across all teachers and grade levels as well as a focus on Tiered Intervention as represented in the Pyramid for Behavior Intervention.

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

N/A

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?

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

Priority 9	Exploration and Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: a. Review of required outcome data	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	1	2	3	4	5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	1	2	3	4	5

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4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	1	2	3	4	5
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Coordination of Services for Foster Youth – COE Only (Priority 10)

N/A

Assess the degree of implementation of coordinated service program components for foster youth in your county?

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

Priority 10	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	1	2	3	4	5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	1	2	3	4	5

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7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.	1	2	3	4	5