



PUC Schools Local Indicators Self Scoring Tool 2018-19 as Reported in 2019-20

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

Misassigned Teachers of English Learners: 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

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 17-18 reported in 18-19 SY

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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
- 1:1 Coaching for Teachers
- School Site Professional Development for Teachers
- Leader Professional Development & Coaching Cycles

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

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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)
- Site-based Professional Development and Coaching (All Contents)
- Leader Professional Development and Coaching

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

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)

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- PUC Teacher Development System
- 1:1 Coaching for Teachers
- Regional Professional Development (Scope and Sequence and Reflections)
- School Site Professional Development (Scope and Sequence and Reflections)
- Leader Professional Development & 1:1 Coaching
- Regional Professional Development for Leaders

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
- 1:1 Coaching Cycles for Teachers
- School & College Counseling PD

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Support for Teachers and Administrators

5. During the 2017-18 school year (including summer 2017), or during 2018-2019 school year (including summer 2018) 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)
- PUC-WIDE Professional Development for Leaders
- Regional Professional Development for Leaders
- 1:1 Coaching cycles for Leaders
- 1:1 Coaching Cycles for Teachers

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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Self-Reflection Tool for Priority 3: Parent Engagement

Standard: The local educational agency (LEA) 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 and to stakeholders and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than thirty years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:¹

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

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

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

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families, using the tools of continuous improvement.

¹ California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author.

Instructions

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale



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(lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial

Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

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Building Relationships

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.

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

4 - Full Implementation

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

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

5 - Full Implementation and Sustainability

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

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

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.

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

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5 - Full Implementation and Sustainability

Dashboard Narrative Box

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.

PUC eCALS does a good job encouraging school personnel to communicate and collaborate with families of students. The school hosts a variety of family engagement events throughout the year for families to utilize in learning more about how their scholar is progressing.

An area for improvement is to increase the turnout rate of families at these engagement events. To improve the engagement of underrepresented families, the school will improve communication with these families through texts, phone calls, social media posts, and other forms of outreach. The school will also utilize its parent action committee, which is akin to a parent-teachers association, to reach out to these underrepresented families and bring them in to the school.

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Building Partnerships for Student Outcomes

- 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.

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

4 - Full Implementation

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

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

4 - Full 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.

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

4 - Full 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.

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

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4 - Full Implementation

Dashboard Narrative Box

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.

PUC eCALS does a good job utilizing school data systems with families to help them engage in the learning process with their scholars. This information is helpful to keep families informed and allows them to inquire about their scholar's success.

An area for improvement is to increase the frequency of communication of student data to families. To improve the engagement of underrepresented families, the school will improve upon the frequency at which it delivers data to underrepresented families. This will occur through increased emails, texts and phone calls to convey the info.

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Seeking Input for Decision Making

- 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.

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

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.

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

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.

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

4 - Full 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.

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

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4 - Full Implementation

Dashboard Narrative Box

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.

PUC eCALS has done a good job to develop its parent action committee, which is akin to a parent-teachers association, to help families collaborate with school regarding ways in which the school can improve.

A focus area for improvement is to increase the number of families that participate in the parent action committee and attend family engagement opportunities. The school will improve upon the engagement of underrepresented families by reaching out to these families to offer opportunities to participate in the parent action committee.

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Appendix A: Resources

1. Southwest Educational Development Laboratory in Collaboration with the United States Department of Education. (2013) Partners in Education: A Dual Capacity Building Framework for Family School Partnerships. Retrieved from <https://www2.ed.gov/documents/family-community/partners-education.pdf>.
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement Through an Equity Lens. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
3. California Department of Education. (2017). Editable Templates for Family Engagement Toolkit. Sacramento, CA. Author. Retrieved from <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>
4. United States Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>
5. (2018). Head Start Parent, Family, and Community Engagement Framework. Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>

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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 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 eCALS conducts an annual student survey. The comprehensive survey consists of 8 Constructs; Captivate, Care, Challenge, Clarify, Confer, Consolidate, Control, and Safety. Safety was added in 2017-18 to align with the CA State Priorities. Each teacher and every grade level is surveyed.

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

PUC eCALS:

Construct	Item/Question	% Favorable Rating General Education
Captivate	My teacher makes learning enjoyable	65%
Care	My teacher in this class makes me feel that she really cares about me	72%
Care	My teacher really tries to understand how students feel about things	66%
Confer	My teacher respects my ideas and suggestions	77%
Confer	My teacher wants us to share our thoughts	76%
Consolidate	My teacher checks to make sure we understand what s/he is teaching us	76%
Control	Student behavior in this class is under control	69%
Safety	I feel that my teacher will address situations of harassment, teasing or bullying if I let the teacher know.	80%

PUC eCALS received an “Average % Favorable” of 74%. An overall score of 4.07 of 5. “Captivate” received the lowest score with a 65%. As such, focus will be on how teachers can create engaging educational experiences for all students. In addition, focus for PUC eCALS continue to work toward strong Rituals and Routines that are common across all teachers and grade levels as well as a focus on Tiered Intervention as represented in the Pyramid for Behavior Intervention. Additionally, there will be continued professional development for teachers to follow the Tiered Intervention as represented in the Pyramid for Behavior Intervention. Finally, there will be a focus on rigor and engagement in lesson planning.

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PRIORITY 7: ACCESS TO A BROAD COURSE OF STUDY

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. For example, for Elementary it would be Student Rosters that indicate type of class and the teacher qualification using PowerSchool. Same for MS/HS with student Daily Schedules or a Teacher Daily Schedule. In addition, what tool is used to track student course assignment? PowerSchool Power Scheduler?

PUC high schools use **PowerSchool** for scheduling, student rosters, teacher qualifications, and gradebook monitoring. PUC Schools' high schools use PowerSchool's Power Scheduler tool to develop the master schedule which tracks the schools' course offerings, including the dual enrollment college courses. All PUC high school students who are on our traditional high school diploma graduation pathway meet The University of California (UC) and California State Universities' (CSU) minimum undergraduate admissions requirements. PUC Schools offer a variety of courses that include UC approved "a-g" courses, support classes for students needing extra academic support, as well as college level courses that include: Advanced Placement (AP) and/or dual enrollment courses through our Los Angeles Community College District colleges.

PUC Schools' high school students who are on an alternative graduation pathway per an IEP Team decision (Certificate of Completion or California Minimum Diploma), may have modified PUC Courses that is designed to support their individual needs. PUC high schools use PowerSchool's graduation reports to monitor students course grades, and progress through their 4-year high school course plans. Overall course path sequences are monitored to ensure students are provided a broad course of study in preparation for college, career and life readiness.

- 2.
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 may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All PUC Schools high schools offer a 4-year course sequence that aligns with PUC Schools' high school diploma and UC/CSU's "a-g" minimum undergraduate admissions requirements. PUC School and College Counselors work with each student to select their 4-year course sequences to meet PUC Schools' high school graduation requirements, and students' career and post-high school higher education aspirations. Students who have special needs, and require alternative pathways due to their disability, are provided with the adjusted courses and an individual transition plan in support of their needs and future career and higher education goals.

PUC Schools offer a variety of courses to ensure students are prepared for academic and career success after high school. The differences in course offerings at our five PUC high schools are as follows:

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- Advanced Placement (AP) Courses - Four of the five PUC Schools' high schools offer AP courses. Advanced Placement course access is open to all students. PUC CALS ECHS is the one PUC high school that does not offer AP courses as they are our only school that has adopted a 100% early college model. PUC CALS ECHS provides multiple college course opportunities in 9th-12th grades through dual enrollment college courses.
 - Dual Enrollment College Courses – All five PUC high schools offer dual-enrollment college courses through partnerships with the local Los Angeles Community College Districts' colleges. Students in grades 9th-12th may take dual-enrollment college courses offered on their high school campus or at the community colleges.
 - Scholar Success Center (SSC) Programs - PUC Schools' SSC programs are offered in one PUC Valley high school, PUC Community Charter Early College High School (PUC CCECHS) and one PUC Los Angeles high school, PUC Early College Academy for Leaders and Scholars (PUC eCALs). This program is designed to provide students with moderate to severe special needs with grade level content at their individual skill level. Students receive English Language Arts (ELA) and Math instruction in a small class setting, while improving targeted basic skills. The SSC is considered a temporary placement, designed with the intent of returning students to the full inclusion model as soon as possible.
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. For example, SPED identification.

High School students who have special needs or are English Language Learners are provided additional support such as Inclusion Assistant support and/or ELD support within each subject matter. High School students who have special needs and require modified curriculum and/or alternative graduation path (California Minimum Diploma or Certificate of Completion) will be provided with courses that best support the goals of the individual student's IEP. As a result there may be some shifts in course offerings in support of the student's individual 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?

To ensure students are offered a broad course of study, PUC Schools' Superintendent & Deputy Superintendent of Academics will continue to work with the PUC School Site Leader to ensure the courses offered are compliant with EC51220(a)-(i) and are accessible to all students, especially students with special needs and those who are English Language Learners. In addition, in order to ensure students are prepared for a variety of career options, PUC Schools is working on the expansion of dual enrollment courses, with programmatic focus of developing transfer paths, that include sequences of 3 or more classes in one area, as well as Career Technical Education (CTEs).

Career Technical Education (CTE) Pathway Completion – Currently PUC Schools' high schools do not offer CTE courses. Students have the opportunity to take CTE courses via dual enrollment partnerships with the Los Angeles Community College District's schools.