# FALL 2023 CA DASHBOARD

# LOCAL INDICATORS REPORT FOR

# THE  COLLEGIATE CHARTER HS

# GOVERNING BOARD

**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:

    4.4 on 2021-22 SARC

- Number/percentage of students without access to their own copies of

standards aligned instructional materials for use at school and at home:

0 on 2021-22 SARC

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

1 on 2021-22 SARC

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*

| 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 | |

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*

| 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 | |

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*

| Activities | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying                the professional     learning needs  of   groups  of teachers  or  staff  as  a whole | | | X | | |
| Identifying the professional  learning needs of individual | | | | X | |

| teachers | | | | | |
|---|---|---|---|---|---|
| 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.**

Collegiate Charter High School of Los Angeles does not offer CTE courses.

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

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 30 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 LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their 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 families, using the tools of continuous improvement.

*Instructions*

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

**Section 1: Building Relationships Between School Staff and Families** Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

    1 – Exploration and Research
    2 – Beginning Development
    3 – Initial Implementation
    4 – Full Implementation
    5 – Full Implementation and Sustainability

| 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. | 4 |
| 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. | 4 |
| 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. | 5 |

**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.

The school regularly works to create and maintain relationships between school staff and families. A majority of families reported feeling the school responds positively to the social emotional learning needs of the students which helps to build positive relationships. Collegiate provides numerous opportunities for communication between the school and families:

- Parent conferences twice a year - over 85% of families attended
- Daily personal calls home to families of any absent students
- A minimum of three families contacted by teachers each week
- Two-way communication platform between families and teachers and families and school

- Monthly parent meetings

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.

   Post-pandemic we have seen a dramatic decrease in parent participation in volunteer activities and in attendance for optional parent meetings.

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.

   - We will convene a parent focus group over the summer or early spring to engage them on ideas for increasing engagement.
   - Our outreach coordinator will personally invite individuals for volunteer opportunities and family meetings.
   - We will look into creating a more

**Section 2: Building Partnerships for Student Outcomes**
Based on the analysis of educational partner input and local data, identify the number  which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

| 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. | 4 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 4 |
| 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. | 5 |
| 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. | 4 |

**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.

   This year Collegiate partnered with families of students who had patterns of low attendance with in-person meetings to seek individualized solutions to improve their attendance. The meetings resulted in immediate improvement in the students' attendance rates.

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.

   We will repeat the practice of holding individual attendance meetings, but this time we will implement the practice earlier in the school year and tighten up follow up to ensure that students don't slip back into old habits after short-term improvements. We will also work on improving the engagement in parent councils such as the English Language Advisory Council and the Parent Advisory Council. We will also be seeking more external organizations to partner with for

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.

   We will improve engagement of underrepresented families to build partnerships for student outcomes by being intentional with training our staff on inclusivity, sensitivity and diversity, so that they can understand and respond appropriately to all student needs. This will help them prepare more culturally relevant lessons and engage with families with empathy and understanding. By developing meaningful lessons, all students,especially those that are usually underrepresented, are more likely to engage with the materials and achieve better student outcomes. Finally, we will gather feedback from our families throughout the school year as opportunities arise, like at the end of an IEP to ensure they feel like an active partner in their student's outcomes.

**Section 3: Seeking Input for Decision-Making**
Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):
        1 – Exploration and Research
        2 – Beginning Development
        3 – Initial Implementation
        4 – Full Implementation
        5 – Full Implementation and Sustainability

| 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. | 2 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 2 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 3 |
| 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. | 1 |

**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.

The school is slated for success in seeking input from families for decision-making because a majority of parents reported they are actively involved with the school so they are up to date on what is happening with our school. This investment is a great foundation for us to continue to seek input, suggestions and feedback from them on all important decisions in the future.

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.

In the 2022-23 school year, attendance at voluntary informational meetings (Team and Family meetings) as well as interest in participation in advisory councils (ELAC and PAC) was down compared to pre-pandemic participation. We also had slightly lower response rates to surveys we invited parents to respond to this year and we did not administer the CA Parent Survey, which is only required every other year, so we did not have that data to analyze.

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.

> We will ensure that more families are involved in the Parent Advisory Council (PAC) and English Learner Advisory Council (ELAC), our primary opportunities for families to directly participate in decision making. We will seek best practices from other high schools to learn what has been working for them since students have returned to in-person learning. We will also leverage input from parent focus groups specifically about strategies for increasing parent involvement. Our parent coordinator will also serve as a liaison to support parent input from underrepresented families in high-stakes decision making.

## 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.

The CA Healthy Kids Survey was not conducted in 2022-23. The following two charts outline a summary of key findings from the last time it was conducted.

*Key Indicators of School Climate*

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|---|---|---|---|
| **School Engagement and Supports** | | | | |
| School connectedness[†#] *(In-School Only)* | 50 | 46 | 70 | 62 |
| School connectedness[†∞] *(Remote Only)* | | | | |
| Academic motivation[†] | 47 | 53 | 69 | 72 |
| School is really boring[±] | 56 | 76 | 39 | 54 |
| School is worthless and a waste of time[±] | 20 | 13 | 12 | 23 |
| Monthly Absences (3 or more) | 19 | 33 | 9 | 31 |
| Maintaining focus on schoolwork[†] | 12 | 39 | 15 | 27 |
| Caring adult relationships[‡] | 53 | 58 | 67 | 73 |
| High expectations-adults in school[‡] | 69 | 73 | 74 | 79 |
| Meaningful participation[‡] | 15 | 28 | 29 | 12 |
| Facilities upkeep[†∞] | 33 | 42 | 56 | 54 |
| Promotion of parental involvement in school[†] | 46 | 60 | 66 | 59 |
| **School Safety and Cyberbullying** | | | | |
| School perceived as very safe or safe[∞] | 58 | 56 | 82 | 62 |
| Experienced any harassment or bullying[§] | 22 | 10 | 0 | 23 |
| Had mean rumors or lies spread about you[§] | 30 | 21 | 10 | 19 |
| Been afraid of being beaten up[§∞] | 5 | 6 | 0 | 15 |
| Been in a physical fight[§∞] | 7 | 0 | 0 | 4 |
| Seen a weapon on campus[§∞] | 18 | 3 | 0 | 4 |
| Cyberbullying[§] | 24 | 17 | 11 | 19 |

*Key Indicators of Substance Use, Remote Learning, and Student Well-Being*

| | Grade 9 % | Grade 10 % | Grade 11 % | Grade 12 % |
|---|---|---|---|---|
| **Substance Use** | | | | |
| Current alcohol or drug use[¶] | 12 | 8 | 13 | 4 |
| Current marijuana use[¶] | 4 | 6 | 6 | 0 |
| Current binge drinking[¶] | 6 | 3 | 3 | 0 |
| Very drunk or "high" 7 or more times, ever | 2 | 3 | 3 | 0 |
| Been drunk or "high" on drugs at school, ever | 4 | 3 | 9 | 0 |
| Current cigarette smoking[¶] | 0 | 6 | 3 | 0 |
| Current vaping[¶] | 8 | 6 | 3 | 0 |
| Current tobacco vaping[¶] | 4 | 3 | 0 | 0 |
| Current marijuana vaping[¶] | 4 | 6 | 3 | 0 |
| **Routines** | | | | |
| Eating of breakfast[ǀ] | 48 | 40 | 42 | 50 |
| Bedtime (at 12 am or later) | 41 | 40 | 18 | 50 |
| **Learning from Home** | | | | |
| Average days worked on schoolwork ($\geq 5$)[¶δ] | | | | |
| Synchronous instruction (4 days or more)[¶δ] | | | | |
| Interest in schoolwork done from home[δ] | | | | |
| Meaningful opportunities[‡δ] | | | | |
| **Social and Emotional Health** | | | | |
| Social emotional distress[‡] | 30 | 16 | 21 | 35 |
| Experienced chronic sadness/hopelessness[§] | 34 | 24 | 25 | 38 |
| Considered suicide[§] | 12 | 10 | 4 | 15 |
| Optimism[‡] | 42 | 50 | 60 | 44 |
| Life satisfaction[Ŧ] | 62 | 62 | 69 | 53 |

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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)

Collegiate Charter High School of Los Angeles provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of Collegiate's instructional program.

Collegiate Charter High School Los Angeles uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad

course of study:

- master schedule
- student course schedule (each semester)
- report cards and transcripts
- graduation data
- college acceptance data

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)

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Collegiate Charter High School all students are enrolled in ELA, mathematics, science, history, and physical education. In addition, our students also have access to and enroll in college preparatory electives, foreign language, visual arts, and advisory as part of the school's high school graduation requirements. There are no differences in accessibility to courses across student groups at Collegiate Charter High School.

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)

Currently, 100% of the students have access to a broad course of study and we will continue to monitor this to ensure no barriers arise to change access.

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)

Due to the current success of Collegiate Charter High School in providing all students with access to a broad course of study, no changes are currently planned. However, this data will continue to be monitored and revisions made, with implementation as needed.