

Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|--------------------------------|-------------------------------------|---|
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA 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 LEA 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 Dashboard.

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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
- 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)

| Teachers | Number | Percent |
|--|--------|---------|
| Misassignments of Teachers of English Learners | 0 | 0% |
| Total Teacher Misassignments | 0 | 0% |
| Vacant Teacher Positions | 0 | 0% |

| Access to Instructional Materials | Number | Percent |
|--|--------|---------|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0% |

| Facility Conditions | Number |
|--|--------|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

Implementation of State Academic Standards (LCFF Priority 2)

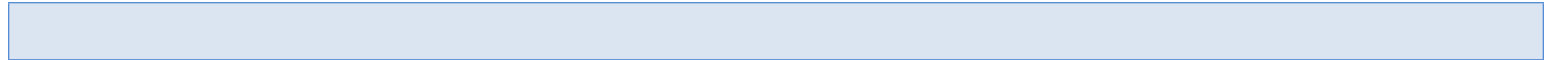
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- 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



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

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 | | | | | 5 |

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

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 | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | 3 | | |
| History-Social Science | | | 3 | | |

Recently Adopted Academic Standards and/or Curriculum Frameworks

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 | | | | | |
| Health Education Content Standards | | | | | 5 |
| Physical Education Model Content Standards | | | | | 5 |
| Visual and Performing Arts | | | | 4 | |
| World Language | | | | 4 | |

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

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | 4 | |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

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.

Placer Academy has staff development days embedded into the calendar that are dedicated to professional growth and development. During these meetings, staff look at relevant student data to plan interventions, supports, and/or acceleration strategies to promote academic growth. We also provide relevant training to teachers in areas that are directly related to their personal goals. Staff is surveyed to determine areas of interest for training, and data is used to determine school-wide trainings.

Parent and Family Engagement (LCFF Priority 3)

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 (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.

Building Relationships

Rating Scale (lowest to highest) -

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

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | | 5 |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | | 5 |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 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. | | | | 4 | |

Dashboard Narrative Box (Limited to 3,000 characters)

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.

PAC was built on the shoulders of passionate, involved parents, families, and educators who longed for a different kind of school. Many unforeseen challenges were overcome and an innovative and flourishing school emerged. Therefore, Placer Academy is committed to engaging parents and community stakeholders and incorporating their feedback into the decision-making process. A variety of events and avenues have been established to initiate outreach and establish connections with parents. These include town halls, informational presentations, family nights, etc. Additionally, PAC offers a variety of ways for families to participate in the decision-making process including the PAS Board of Directors, Parent Advisory Committee, and the Strategic Planning Committee. The COVID-19 pandemic has made much of the engagement opportunities more challenging due to the limitations on in-person interactions. However, most meetings were able to be transitioned to a virtual setting.

92% of respondents on the 2020-2021 annual survey believe PAC provides a welcoming school environment and that PAC maintains a positive school climate where students feel connected. PAC has determined that there is a need to survey our middle school students due to the effects of the pandemic. While we don't have current baseline

data, we do feel this is an important step to ensure that we are maintaining a culture that promotes their social-emotional well-being.

Building Partnerships for 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

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. 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 | |
| 2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | 4 | |
| 3. 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. | | | | 4 | |
| 4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | 3 | | |

Dashboard Narrative Box (Limited to 3,000 characters)

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.

Placer Academy has worked diligently to keep families and students engaged in their learning during the COVID-19 pandemic. We have provided recorded lessons, videos, 1 on 1 tutoring sessions, and at-home (socially distanced) visits for students who are refusing to attend school. We have provided virtual intervention and supervised social clubs to promote a sense of connectedness. Virtual SSTs, 504s, IEPs, and conferences have all been held.

81% of respondents on the 2020-2021 annual survey believe PAC teachers provide regular and consistent feedback on their student's progress. PAC will continue to seek out and provide opportunities for engagement with families.

Seeking Input for 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

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | 3 | | |

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | 3 | | |
| 3. 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 | | |
| 4. 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. | | | 3 | | |

Dashboard Narrative Box (Limited to 3,000 characters)

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.

Placer Academy believes and values the input from our stakeholders when making decisions. The pandemic was a prime example of how PAC sought input when designing and implementing the various models of instruction. Parents participated in multiple targeted surveys, town halls, and board meetings to voice opinions. Additionally, we formed a strategic planning committee and asked parents to participate in an extensive SWOT analysis to help us guide our long-range plan. We plan to continue the important work of engaging families to improve and expand on the opportunities we offer.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Placer Academy Charter encourages students to meet academic challenges with openness, enthusiasm and a willingness to solve problems creatively. An integral part of our learning process will have our school community learning how to ask questions, solve problems and make thoughtful decisions. A climate of expectation and success is encouraged, and all pupils are helped to set realistic targets and then given every assistance in achieving them. Our goal is to facilitate the development of self-confidence and to provide our students with the academic foundation necessary for them to reach their true potential and enjoy a successful experience in higher education.

In order for the vision to become a reality, it is important that students feel safe and connected. 94% of our families felt that Placer Academy students are physically and emotionally safe. And 92% of families feel the PAC maintains a positive school climate and students feel connected. These results clearly show that Placer Academy's hard work around social-emotional well-being is paying off. Our team did feel that there is a need to survey the students

themselves in middle school to continue to monitor and offer appropriate support for their well-being. To that end, PAC will be administering the CA Healthy Kids Survey next year and the years to follow. We believe that data will be imperative in providing our students with responsive strategies.

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)
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)
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)
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)

Placer Academy monitors progress in meeting Priority 7 standards by reviewing course offerings, class schedules, and master schedules to assess the extent to which all students have access to and are enrolled in a broad course of study. All PAC students are enrolled in a broad course of study. No barriers have been identified at this time that would prevent students from accessing a broad course of study. PAC will continue to regularly monitor and evaluate these offerings to ensure all students, including unduplicated student groups and students with disabilities, have equal opportunities of access.

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

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

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|------------------------|------------------------|------------------------|------------------------|------------------------|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |

| Coordinating Instruction | 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. | | | | | |
| 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. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 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. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

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

| Coordinating Services | 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). | | | | | |
| 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). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 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. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 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. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 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. | | | | | |
| 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. | | | | | |