



EQUITAS ACADEMY

ACHIEVEMENT • EXCELLENCE • CHARACTER

EQUITAS ACADEMY #2

LOCAL INDICATORS REPORT FOR THE

FALL 2017 CA DASHBOARD

All LEAs are required to complete, submit and present to their governing board the following 4 Local Indicators as reported on the CA Dashboard.

The following is **Equitas Academy #2** Local Indicator Self-Reflection Report for the Fall 2017 CA Dashboard. The criteria for each Local indicator is: Met, Not Met, and Not Met for Two or More Years.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **0**
2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**
3. Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): **0**

CRITERIA: MET

PRIORITY 2: Self Reflection Tool for Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Equitas Academy #2 selected Option 2 Reflection Tool:

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

- English Language Arts - Common Core State Standards for English Language Arts: **4**
- English Language Development (Aligned to English Language Arts Standards): **4**
- Mathematics - Common Core State Standards for Mathematics: **4**
- Next Generation Science Standards: **4**
- History-Social Science: **4**

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 - Exploration and Research Phase; 2 - Beginning

Development; 3 – Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

- English Language Arts - Common Core State Standards for English Language Arts: **4**
- English Language Development (Aligned to English Language Arts Standards): **4**
- Mathematics - Common Core State Standards for Mathematics: **4**
- Next Generation Science Standards: **4**
- History-Social Science: **4**

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

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

- English Language Arts - Common Core State Standards for English Language Arts: **4**
- English Language Development (Aligned to English Language Arts Standards): **4**
- Mathematics - Common Core State Standards for Mathematics: **4**
- Next Generation Science Standards: **4**
- History-Social Science: **4**

4. This question is not applicable to Equitas Academy #2.

5. During the 2015-16 school year (including summer 2015) or during the 2016-17 school year (including summer 2016), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

- Identifying the Professional Needs of groups of teachers or staff as a whole: **4**
- Identifying the professional learning needs of individual teachers: **4**
- Providing support for teacher on the standards they have not yet mastered: **4**

CRITERIA: MET

PRIORITY 3: Self-Reflection Tool for Parent Engagement

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Equitas Academy #2 selected Option 1: Parent Survey

Findings reported:

Equitas Academy #2 administered an online parent survey to gather input and feedback from parents in the areas of decision-making; promoting parental participation in programs; and measure school safety, and parent connectedness and overall satisfaction. The findings served to make modifications to our school's program and improve communication with parents.

The following are the findings of the 124 parents who participated in the Spring 2017 survey: 98% agree/strongly agree that they (parents) feel welcomed at the school. 100% agree/strongly agree that the school communicates in a language that they (the parent) can understand. 92% agree/strongly agree there is an adult at the school whom their child trusts and can go to for help with a school problem/issue. 94% agree/strongly agree their child is safe at school. 93% agree/strongly agree that the school provides (parents) with opportunities to be involved their child's education.

CRITERIA: MET

PRIORITY 6: School Climate

Standard: Local educational agency administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Findings reported:

Equitas Academy #2 administered the TNTP Reimagine Teaching Student Survey to measure student perceptions of school safety and connectedness. A total of 96 students in grades 5-8 participated in the Spring 2017 survey. 83% of grade 5 and 54% of grade 6-8 students felt that the adults at the school support (connect) them. 65% of grade 5 and 52% of grade 6-8 students feel that people at the school understand them. 56% of grade 5 and 58% of grade 6-8 students feel respected by their peers. 72% of grade 5 and 58% of grade 6-8 students feel a sense of belonging at the school.

CRITERIA: MET