Priority 2 – Implementation of State Academic Standards

OPTION 1: Narrative Summary

In the narrative box 1 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 2 briefly describe why the LEA chose the selected measures or tools.

Additionally, 3 summarize the LEA's progress in implementing the academic standards, based on the locally selected measures or tools. This summary shall address the LEA's progress in implementing all adopted academic standards, which are:

- English Language Arts – Common Core State Standards for English Language Arts
- Mathematics – Common Core State Standards for Mathematics
- English Language Development
- Career Technical Education
- Health Education Content Standards
- History-Social Science
- Model School Library Standards
- Physical Education Model Content Standards
- Next Generation Science Standards
- Visual and Performing Arts
- World Language

Sample Narrative Summary

1. Identify local measure: District Reach for the Stars used CASS Implementation Metric for measuring the implementation of ELA and Math state standards. We used a modified version of the state given metric to measure the implementation of the other state standards.

2. Describe why we chose this measure or tool: We chose this metric to ensure our district is making decisions based on the reflective survey tool given to teachers and that our analysis reflects the implementation happening in our classrooms. Principals at each site were able to gather surveys from their instructional staff and summarized the level of implementation of the new ELA and Math standards at their sites.

3. Summarize Progress:

a. ELA: After gathering data from all schools in our district, the majority of our staff have identified that they are either still developing awareness (2) of the new standards or working in the full awareness (3) of the new CA ELA standards. Evidence includes: newly adopted aligned curriculum, PD on new curriculum implementation, systematic summative assessments being used district-wide to monitor mastery of standards, and collaborative teaching teams developing well-planned units with clear learning goals and success criteria for each lesson.

b. Math: After gathering data from all schools in our district, the majority of our staff have identified that they are at level 3 (full awareness) according to the implementation survey. The majority of our teachers have well-planned units and lessons with explicit learning targets and success criteria aligned to the new standards. They have formative and summative assessments to monitor individual student progress toward mastery and their students engage in mathematical practices (creating models, using precision, communicating their understanding). Our goal is to get a greater percent of our teachers working fluently with the new Math standards and begin to have students take ownership of their learning targets and progress toward mastery.

The following is a summary of where our district is concerning the other state standards based on the Standards Implementation Metric. *Scale: 1 – Initial Awareness; 2 – Developing Awareness; 3 – Full Awareness; 4 –Student Awareness; 5 – Full Implementation*

	1	2	3	4	5
English Language Development			X		
Career Technical Education	NA				
Health Education Content Standards	X				
History-Social Science		X			
Model School Library Standards			X		
Physical Education Model Content Standards			X		
Next Generation Science Standards	X				
Visual and Performing Arts		X			
World Language	NA				

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

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

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

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

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

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

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

	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

Support for Teachers and Administrators

5. **During the 2015-16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators?**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	1	2	3	4	5
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					

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.**

Priority 3

Self-Reflection Tool to Use as Evidence Option 1

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based ***either*** on information collected through surveys of parents/guardians ***or*** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP)

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

(1) the key findings from the survey related to seeking input from parents/guardians in school and district decision making;

(2) the key findings from the survey related to promoting parental participation in programs; and

(3) why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Sample:

At Shoot for the Stars District:

· 54% of our parents indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.

· 72% of our parents indicate they agree or strongly agree that their schools adequately promotes participation in programs.

Why was survey chosen: Shoot for the Stars District uses our "Sample District Family Involvement Survey" to gather parent/guardian feedback across the community in order to get a unfiltered feedback from our community.

Sample District Family Involvement Survey

Respond with Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Don't know/Not Applicable.

Results will be given in % of parents that agree or strongly agree.

Seeking input from parents and guardians in school and district decisions making:

1. My involvement in my child's education is valued at my school.
2. I am involved or attend regularly a decision making committee at the site or district level. (School Site Council, governing board meetings, parent advisory group, English Learner advisory Council, etc.)
3. I am asked what I value about my school.
4. I am invited to meetings at the school or district and asked to contribute to the group discussions. I believe my voice matters to the decisions made.
5. I am invited to help plan family involvement activities.
6. My child's school is good about staying in touch with me.

Participation in Programs:

7. When I volunteer at the school, I am given training and resources to do my task well, if needed.
8. Parent meetings and activities at the school or district always have translation services so I don't miss out on the information or discussion being address.
9. I am invited to meetings so that I can learn about what is going on in the school.
10. I receive information on what I can do at home to help my child improve or advance his/her learning.
11. When my child's school communicates with me, it is easy for me to read or understand.
12. I have been given different options or ways that I can be involved with the school, either at the school itself, at home or in the community.

Adapted from ODE Framework for Building Partnerships Among Schools, Families, and Communities

13. I am invited to help plan family involvement activities.
14. I am given information about community services that help with families' needs. (health services, mental health services, counseling services, etc.)

Safety:

15. My child's school is a friendly environment for students, parents and families.
16. My child's school is a safe place to learn
17. My child's school respects all cultures and diversity

Academics:

18. I receive information on what I can do at home to help my child improve or advance his/her learning.
19. My child's teachers ask to meet with me face to face at least once a year to talk about how my child is doing.
20. If I have a question, concern or comment about my child, the teacher or principal gets back to me right away.
21. I receive information on what my child should learn and be able to do in each grade in school.
22. My child's teacher adjusts their teaching styles to meet the academic needs of my child.
23. I believe my child is challenged by the school academic curriculum.
24. My child receives the academic support needed to meet his/her individual needs.
25. My child's teachers hold high expectations for my child.

Adapted from ODE Framework for Building Partnerships Among Schools, Families, and Communities

Priority 3

Self-Reflection Tool to Use as Evidence Option 2

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based ***either*** on information collected through surveys of parents/guardians ***or*** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP)

OPTION 2: Local Measures

Summarize:

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

Examples of measures that LEAs could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Sample:

At Shoot for the Stars District, the focus has been on increasing family participation and providing access points for parents/guardians to engage in decision-making.

1. Parent input has been increased through the efforts of a leadership team that provides community-based meetings with interpretation and translation services to identify issues and create planning committees around parent/guardian concerns. When surveyed by 326 parents/guardians, the indicator increased from 1.25 (Emerging) in the previous year, to 2.5 (Progressing) in the current year.
2. The Shoot for the Stars District has increased parent/guardian participation on the School Improvement Team. The parent/guardian participation rate increased by 50% and the majority of the team is made of parents. When surveyed with the Assessment Tool, The average rubric score was 2.8 which indicates the Quality of Implementation is near Level 3, "excelling"
3. The tool selected to measure progress is the *National Standards for Family-School Partnership Assessment Guide*, developed by the PTA which is a research-based tool that provides valid local measurement.The increase of parent involvement will also affect our student achievement (Priority 4) in that research has shown that increasing parent's feeling of partnership with the school community will encourage more student engagement.

Throughout this implementation guide, the levels of practice build on each other, assuming that good practices at the emerging and progressing levels will continue at the next level.

Standard 5—Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Goal 1: Strengthening the Family's Voice in Shared Decision Making: Are all families full partners in making decisions that affect their children at school and in the community?

Indicators	Quality of Implementation			Your Current Level
	Level 3 **Excelling** Highly functioning level of development and implementation	Level 2 **Progressing** Functioning level of development and implementation	Level 1 **Emerging** Limited level of development and implementation	
Having a voice in all decisions that affect children	The school has established policy to ensure that parents have an equal voice in all major decisions that affect children, such as principal selection and budget allocation. *For example, 50% of the School Improvement Team is made up of parents. The PTA/parent group leader holds a permanent seat and makes recommendations for additional parent members.*	The PTA/parent group and school host dialogues with families and school personnel about issues and policies to gain their ideas and insights. *For example, proposed changes in the grading system are discussed at the school and in neighborhood settings during the day and evening, with interpreters as needed.*	The school informs families about issues or proposed changes, and gives them an opportunity to respond. *For example, the school informs families in advance about changes in the school schedule or building renovations, and offers contact information in case families have questions.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet

Standard 5—Sharing Power, continued

Indicators	Quality of Implementation			Your Current Level
	Level 3: **Excelling**	Level 2: **Progressing**	Level 1: **Emerging**	
Addressing equity issues	PTA/parent group leaders work with the school improvement team to adopt effective strategies to engage families in reducing achievement gaps between groups of students. *For example, families, faculty, and community members join in open dialogue with the school improvement team about root causes of the achievement gap, and identify strategies to close that gap.*	PTA/parent group leaders work with school staff to address barriers to family involvement and student success that are related to diversity in race, income, and culture. *For example, van pools are established for families whose students are bused from distant neighborhoods so they can take part in math and science nights.*	The PTA/parent group identifies barriers to working with school staff on issues such as low attendance that affect student achievement. *For example, parents and faculty work on shared strategies and jointly determine best practices in raising student attendance.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet
Developing parent leadership	PTA/parent group leaders are trained in facilitation skills such as brainstorming, role-plays, and small-group activities that encourage everyone to speak. *For example, PTA/parent group leaders use these skills to facilitate regular schoolwide meetings to discuss ideas for improving school climate and student achievement.*	PTA/parent group leaders recruit interested families from all backgrounds and neighborhoods to volunteer (both in and out of school—according to their schedules), sit on a committee, and run for office. *For example, leaders survey families to find out their interests and skills, and follow up with opportunities where they might be able to help.*	PTA/parent group leaders reach out to parents with diverse backgrounds and invite them to become involved in the PTA/parent group. *For example, leaders greet families as they bring their children to school events, and get their ideas for family learning activities.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet

Standard 5—Sharing Power, continued

Goal 2: Building Families' Social and Political Connections: Do families have a strong, broad-based organization that offers regular opportunities to develop relationships and raise concerns with school leaders, public officials, and business and community leaders?

Indicators	Quality of Implementation			Your Current Level
	Level 3: **Excelling**	Level 2: **Progressing**	Level 1: **Emerging**	
Connecting families to local officials	The principal and parent leaders personally invite public officials to meetings to discuss ideas, issues, and problems in the community. *For example, as a result of ongoing concerns for student safety raised by parents, representatives from the police department, the department of public works, and the school board are invited to an open meeting at the school to address the problem and propose solutions.*	The school and PTA/parent group host regular meetings with local officials, such as school board members, local police, and other community leaders, so that families can learn about resources in the community. *For example, the PTA/parent group plans a community resource fair that includes representatives from the public and private sectors to provide information about their programs.*	The school and PTA/parent group provide written materials in multiple languages on local government and community services. *For example, the PTA/parent group supplies voter registration forms in the school's front office.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet

Standard 5—Sharing Power, continued

Indicators	Quality of Implementation			Your Current Level
	Level 3: **Excelling**	Level 2: **Progressing**	Level 1: **Emerging**	
Developing an effective parent involvement organization that represents all families	The PTA/parent group leaders build the organization's effectiveness by recruiting and maintaining a leadership team that reflects the school and community and by aligning all programs and practices with PTA's National Standards for Family-School Partnerships. *For example, the PTA leadership team holds focus groups and community discussions throughout the school community to identify issues and invite participation on planning committees based on the National Standards.*	The PTA/parent group leaders reach out to families who are not involved at the school to identify interests, concerns, and priorities. *For example, parent leaders and school staff have a "back-to-school" walk and meet with families at local beauty shops, laundromats, parks, places of worship, and other community gathering spots for open conversations.*	PTA/parent group leaders receive leadership training. *For example, all parents interested in leadership roles in the school are invited to participate in leadership training, and those holding such positions are required to participate.*	☐ Level 3 ☐ Level 2 ☐ Level 1 ☐ Not here yet

"Families" and "parents" are used interchangeably to refer to adults who are responsible for a student. "Families from all backgrounds and neighborhoods" and "diverse families" include families from all races, ethnicities, cultures, religions, family structures, and economic levels, as well as those with physical or mental challenges.