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

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: 0/0%

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0/0%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

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 California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies 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, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

1   2   3   **4**   5

English Language Development (Aligned to English Language Arts Standards)

1   2   **3**   4   5

Mathematics – Common Core State Standards for Mathematics

1   2   3   **4**   5

Next Generation Science Standards

1   2   **3**   4   5

History-Social Science

1   2   3   **4**   5

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

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 **3** 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 **3** 4 5

History-Social Science

1 2 3 **4** 5

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

1 2 **3** 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 **3** 4 5

Mathematics – Common Core State Standards for Mathematics

1   2   **3**   4   5

Next Generation Science Standards

1   2   **3**   4   5

History-Social Science

1   2   **3**   4   5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

 Career Technical Education

1   2   3   4   5

Health Education Content Standards

1   2   3   **4**   5

Physical Education Model Content Standards

1   2   3   **4**   5

Visual and Performing Arts

1   **2**   3   4   5

World Language

1   2   3   **4**   5

Support for Teachers and Administrators

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

Identifying the professional learning needs of groups of teachers or staff as a whole

1   2   **3**   4   5

Identifying the professional learning needs of individual teachers

1   2   3   **4**   5

Providing support for teachers on the standards they have not yet mastered

1   2   **3**   4   5

Self-Reflection Tool (Priority 3) – Parent Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

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: 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

- **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):

  -Select One--

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

<mark>4 – Full Implementation</mark>

5 – Full Implementation and Sustainability

- **2. Rate the LEA's progress in creating welcoming environments for all families in the community.**
  Rating Scale (lowest to highest):

  -Select One--

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

<mark>4 – Full Implementation</mark>

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):

-Select One--

1 – Exploration and Research Phase

2 – Beginning Development

<mark>3 – Initial Implementation</mark>

4 – Full Implementation

5 – Full Implementation and Sustainability

- **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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

t3 – Initial Implementation

<mark>4 – Full Implementation</mark>

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.

The overall implementation of the actions and services was successful and we were able to implement each one. Listed below are areas of success and areas for improvement related to the overall implementation of the actions and services to achieve the articulated goal.

Overall areas of success:
   - Teachers were provided release time to collaborate with and support partnerships between teachers and parents.
   - Multiple parent education nights were provided this year covering a range of topics.
   - PELI and AAPAC continue to be vibrant parent groups on campus hosting several events each year.
   - Parent university consultants were not available this year.
   - CMI did contract with a local advertising firm and professional signs were displayed on electronic billboards
   - This year we increased our partnership with and appreciation of parents through a number of events resulting in a 20% increase of parent participation which is the highest in the district.
   - Blackboard connect was purchased to maintain communication with parents and community.

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):

  -Select One--

1 – Exploration and Research Phase

2 – Beginning Development

<mark>3 – Initial Implementation</mark>

4 – Full Implementation

5 – Full Implementation and Sustainability

- **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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

<mark>4 – Full Implementation</mark>

5 – Full Implementation and Sustainability

- **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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

<mark>3 – Initial Implementation</mark>

4 – Full Implementation

5 – Full Implementation and Sustainability

- **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): y

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

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.

Overall areas of success:

- PELI's goal for the year has been to increase school-home communication by decreasing uniform infractions and increasing positive behaviors. Site-wide positive interventions have been implemented and continue to be the focus for improving student outcomes. Minor behavior interventions have been implemented with an emphasis on increasing parent-teacher communication. Opportunities for student engagement and attendance to California Cadet Corp (CACC) activities throughout the year has increased. CMI has partnered with local agencies to provide support to families regarding their legal rights. Honor roll and attendance awards, assemblies, and incentives have increased.
- A focus for improvement is to continue to increase parent-teacher communication for proactive measures pertaining to academics and behaviors. Another focus is to increase family awareness of bullying, drugs, social media trends, and other topics that are impacting student outcomes.

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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

==4 – Full Implementation==

5 – Full Implementation and Sustainability

- **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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

==4 – Full Implementation==

5 – Full Implementation and Sustainability

- **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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

==3 – Initial Implementation==

4 – Full Implementation

5 – Full Implementation and Sustainability

- **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):

  --Select One--

1 – Exploration and Research Phase

2 – Beginning Development

==3 – Initial Implementation==

4 – Full Implementation

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.

Overall areas of success:
- CMI has implemented the Parent Engagement Leadership Institute (PELI) a curriculum that has been developed based upon the *Six Types of Parent Involvement* and the *Action Teams for Partnerships*. This curriculum is a ten module training including the topics of *Parent Engagement: Keys to Student Success, Positive Parenting in Public Education, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community, and Action Teams for Partnerships*. CMI has an Action Team for Partnership (ATP) that identifies school goals and develops an action plan addressing specific needs.
- A focus for PELI this year is to train new members and continue to increase parent engagement through communication, collaboration and professional development of all stakeholders. The previous ATP data will also be analyzed and a new goal, based on the previous goal, will be adjusted.

Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: 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 California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (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. 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 following are suggested guiding questions to help frame the narrative summary:

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?

Areas of strength:

1. High Expectations and caring relationships
2. Overall low violence and substance abuse

Areas of growth:

1. Opportunities for meaningful participation
2. School connectedness

Other indicators:

Parents continue to feel welcome to participate at CMI and students continue to feel low levels of bullying or harassment.

LEA Actions:

This data indicates that students desire to be heard and have a voice in the decision making process of the school. In addition data indicate that students may not feel as connected to their teachers and the school. The school will provide more resources in order to support student groups such as ASB, WEB and Link Crew. School administration and leadership will provide opportunities to students to provide their input by organizing grade level meetings without any agenda where students can freely speak on any topic of their choosing and provide feedback to staff. Staff will be more intentional about improving relationships with students by attending professional development put on by the "Flippen Group" such as "Capturing kids hearts".

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

CMI Local Indicators include a climate survey administered through the California Healthy Kids Survey (CHKS) to grades 7, 9, & 11; Positive Behavioral Interventions and Supports (PBIS) team that develop systems of support; classroom PBIS practices preventative and responsive approaches and collect classroom PBIS data; Career Technical Education (CTE) Course Completion of all 12th grade students; Dual Enrollment College courses for grades 10-12, A-G Tracking, Transcript analysis and AVID participation in grades 6-12 where all students inclusive of unduplicated and exceptional needs students including EL, Foster, LI, and SWD.

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

Climate Survey: California Healthy Kids Survey (CHKS) to grades 7, 9, & 11: the student participation increased from 77% to 78% in 2018-19 on the California Healthy Kids Survey. Positive Behavioral Interventions and Supports (PBIS): positive attendance incentives were provided to students during attendance assemblies and morning formation that established and

maintained outstanding attendance (being absent less than 1% of the school year), satisfactory attendance (being absent less than 4.9 % of the school year) and improved weekly attendance.

CMI had an increase in student participation in Advanced Placement (AP) courses from 109 to 147 students. Dual Enrollment college courses remained the same with a substantial improvement in A-G completion by 5.8%, going from 93.27% to 98.18%.

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.

CMI did not encounter any barriers that prevented providing access to a broad course of study for all students.

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?

Modified Actions and Services include:
2.1 Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.
2.2 Provide opportunities and support for high school students to take college level coursework.
2.3 Provide expanded opportunity for students to participate and complete CTE pathways.
2.4 Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness.
2.5 Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education.
Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page.