California Department of Education
January 2025

Local Performance Indicator Quick Guide

The California 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 an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (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 Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Prior year's document as a reference is here

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 educational partners 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 educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 educational partners 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data is available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
    - *EL's:*
        - *0*
    - *Total teacher misassignments:*
        - *0*
    - *Vacant teacher positions*
        - *3*

- The number of 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

Narrative Summary

Because we are a Montessori school, UMCS uses an American Montessori Society and Association Montessori Internationale curriculum alignment map, which aligns our scope and sequence with the CA standards. We reference other public Montessori curricular maps if needed. Lessons are given individually or in small groups to meet the needs of students. Children are encouraged to express their learning through various outputs that reflect choice and developmental level. Teachers evaluate student work and provide feedback that guides their progress. Standards-aligned Progress Reports and classroom lesson reports are shared three times a year with families so they have an understanding of lessons presented,

work completed, and growth tracked.

Students use a work plan or journal to plan, track, and reflect on their work throughout the school day, week, and year. Regular conferences with teachers support a heightened awareness and personalized look at a student's own focus, work, and patterns of learning. If a child is in need of more support, we meet with families to develop and use targeted interventions in eight-week increments and monitor student progress. Interventions include a variety of in-classroom best practices as well as accessing specialists' support for intensive intervention. Students with greater needs have access to services such as reading groups, occupational therapy, and speech and language. Teachers continue only those interventions that result in measurable growth.

We support teachers to approach their classrooms with an equity lens, working to provide an education that allows every child to reach their full potential. We observe in classrooms to highlight ways that we can support teachers to identify patterns, blind spots, and ways they can better serve our students. We practice structured data analysis to coach and support teachers in tightening their student feedback loop as well as gaining a better understanding of what pieces of the curriculum students are accessing or not. We examine our math sequence and presentation styles to look for ways in which they may inadvertently act as barriers to student understanding. We look critically at systems or platforms we have adopted to see if they enhance or take away from fidelity of implementation of our core Montessori pedagogy.

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

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

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

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	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

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	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Identifying the professional learning needs of individual teachers	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Providing support for teachers on the standards they have not yet mastered	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

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.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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.

Sections of the Self-Reflection Tool

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.	4
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

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.

   Over the last year, we have improved the school staff's ability to partner with families from all different backgrounds. We conducted professional development for our entire staff before the school year began, focusing on the foundations of implicit bias and decentering whiteness. This work included collaborating to develop systems and strategies for partnering with families in meaningful ways.

Families indicated through survey data that they appreciated having additional parent education about Montessori and more in-person communication with leadership. Based on this information, we increased our regular parent nights to focus on specific topics. Our administration also hosts regular, informal office hours to connect with members of the community, in addition to monthly board and committee 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.

   One area we focused on improving in 2023-2024 and 2024-2025 was our School-to-Home communications, including common expectations for classroom teacher use across the entire school. This was highly successful, and parents indicated a positive impact in surveys. We also increased access for parent volunteers to support on campus, increasing opportunities for in-person interaction and relationship building.

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.

   While our School-to-Home communication work has been highly successful, we still have community members who struggle to engage with the school digitally. We expanded the size of our administration team to ensure that we can connect more closely with families and offer additional opportunities for people to visit and learn more about our school. Unfortunately, next year our school will no longer be serving students and families as the Alameda County Office of Education board of Trustees denied our charter renewal.

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.	4
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 past year we continued our ongoing communications improvements with families through regular weekly whole-school and classroom messages, as well as operations, and admin office hours. Our family communication platform ParentSquare translates seamlessly and gives parents the ability to connect with both staff and one another.

   Current strengths and progress include the sustained implementation of parent-teacher conferences and family observations, which occur multiple times each school year. We have also begun tracking participation in these offerings to evaluate the impact and overall Family engagement better.

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.

Based on the data we collected, some families struggle to engage with digital communication and are seeking more opportunities to interact offline. This year, we focused on systems to support student work going home more regularly, so families can see weekly what students are working on in class. This has allowed them to support the students at home and ask more focused questions to classroom teachers.

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.

   With our current communications platform, we have completed extensive work training staff and families to ensure that families who are too often underrepresented in school engagements are equitably supported to engage as they wish fully.

   Our school will no longer be supporting students and families after June 2025, but we are proud of what we have accomplished in this and all other indicators..

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
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
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

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.

   UMCS uses Panorama to administer the CORE Climate and Culture survey to families and guardians multiple times per year to seek input and promote community participation. We make the survey available online and provide Chromebooks for family use at our school sites. We monitor the number and backgrounds of community members who participate in these surveys. The survey seeks input about academic programs, the school community, and administrative functions. Regarding decision-making, 92% of respondents felt that UMCS has a supportive climate for academic learning. Related to promoting family participation, 96% of respondents report that our school creates a sense of belonging for students and community members.

   It was also used to identify the school's strengths and gather essential suggestions for improvements. Survey results indicate that families perceive the strength of the school through its faculty and staff.

We use this survey every year because it gives actionable, detailed data, and as a small school, it helps us be responsive to community needs as quickly as we can.

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.

   UMCS closed our doors to students and Families on June 4, 2025. We are proud of the work we did bringing Anti-Racist/Anti-Biased Montessori learning to studnet in Oakland. we will take our learnigns from UMCS to our next positions in service of students and families.

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.

   Our survey response data showed an improved response rate from families in underrepresented demographic groups; however, we are acutely aware that there is still much room for improvement. Unfortunately UMCS is nno longer serving students and families in Oakland.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

> **Prompt 1 (DATA)**: Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.
>
> a. UMCS uses Panorama to administer the CORE Climate and Culture survey to students multiple times per year in order to seek input from students. Our student survey results showed that students would like for their teacher to know even more about them, their interests, and their home life but do feel like their interests are reflected in their work at

school. Students also expressed a desire for clarity regarding discipline, rules, and norms. Students also feel like their teacher knows how they learn best and can identify their general strengths, areas for growth, and learning style. The survey also showed that students recognize the efforts made by faculty and staff toward personalization. Students acknowledge having great flexibility in the outputs used to show their learning and that once they master a skill, they can report to their teachers and move on to the next task.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

a. The disaggregated data show that students in the 5th and 6th grades, in particular, struggled with both feelings of academic success and feelings of safety at school. In our general observations, we continue to see that older students experienced the most struggle in our return to in-person learning. While we originally anticipated that these struggles would be concentrated in younger students, we pivoted our support to our older students, supporting teachers with procedures, systems, and structures for older students. Our middle school students in particular experienced a much more stable year as evidenced by survey data and observational data.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

a. Based on the survey data and our observations of classrooms, we offered different supports to classrooms with older students to support both staff and students. In middle school, we continued using Amplify to support Math, Science, and ELA instruction and created a more structured schedule for students that reduced the number of students in any given space and created clearer structures, procedures, and work expectations throughout the day. In all elementary classrooms we clarified and standardized systems of follow up and clarity around work expectations.

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)
    a. The curriculum in Montessori pedagogy is vast and fully covers and extends beyond California's standards. All students enrolled in the same Level at our school receive the same access to the same broad courses of study.

       TK-K has four main areas: Language, Math, Practical Life, and the Sensorial area. The language and math curriculum starts with building a foundation in literacy and then spans far beyond Kindergarten standards, including topics like the study of grammar, sentence mapping, and the study of the four mathematical operations.

       Grades 1-6 years expand on the foundation developed in the primary classroom. The official subject areas include Language, Math, Geometry, History, Biology, Geography, Music, and Art. The Montessori curriculum in the primary and elementary classrooms is tracked using an online record-keeping tool called Transparent Classroom that allows teachers to monitor student progress through the Montessori curriculum. Transparent Classroom supports teachers in providing a truly individualized learning experience as they manage lessons, track concepts mastered, and plan according to student needs.

       The middle school's field of study covers state standards, but also caters to the needs of young adolescents, providing students with real-world work that allows them to feel a sense of accomplishment while contributing to their community. This is evident in initiatives such as adopting local creeks or partnering with local museums to undertake larger project-based tasks.

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)

    a. We operate a single school at one campus, and all students are enrolled in and have access to the same broad courses of study by their age/grade-level.

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)

    a. A Montessori classroom operates based on specific materials designed to teach various concepts. This allows the curriculum to be laid out on the shelves and for learning to occur using manipulatives that aid in the learning process. These materials can be quite costly, costing upwards of $40,000 to fully outfit a classroom (though those costs do not fully recur annually). Furthermore, in a classroom designed to allow free movement and access to all areas at any given time, striking a balance between space for materials and students is essential. We continually strive to achieve a higher fidelity of Montessori practices. This includes quality training, preparation of the environment, classroom management, and skilled lesson giving. Transparent Classroom is a relatively new tool being used in the school, so the current focus is on getting teachers comfortable with the platform so they can record all their lessons and observations in one place. Once this level of comfort is attained, we will be able to delve deeper into the data provided about the platform to analyze how students access all areas of the Montessori curriculum. In terms of the NWEA tests and CORE data, the Montessori curriculum is not always best suited to display mastery of concepts in the way those tests measure or vice versa. We are therefore exploring different avenues to display student mastery of concepts, including portfolios, anecdotal records, and other measures of executive functioning and social-emotional skills.

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)

    a. To continuously improve Montessori implementation, our Head of School and the leadership team regularly observe and give feedback to every classroom Lead teacher at the school. We specifically outfitted classrooms with Montessori music materials to improve access to a broad range of studies. In unifying our record keeping, we are analyzing data around Montessori lessons to be able to identify gaps that may lead to lower than expected achievement on the various tests taken by students.

~~*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.~~	~~[Enter 1, if applicable]~~	~~[Enter 2, if applicable]~~	~~[Enter 3, if applicable]~~	~~[Enter 4, if applicable]~~	~~[Enter 5, if applicable]~~
~~b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.~~	~~[Enter 1, if applicable]~~	~~[Enter 2, if applicable]~~	~~[Enter 3, if applicable]~~	~~[Enter 4, if applicable]~~	~~[Enter 5, if applicable]~~
~~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.~~	~~[Enter 1, if applicable]~~	~~[Enter 2, if applicable]~~	~~[Enter 3, if applicable]~~	~~[Enter 4, if applicable]~~	~~[Enter 5, if applicable]~~
~~2. Coordinating on development and implementation of triennial plan with all LEAs within the county.~~	~~[Enter 1, if applicable]~~	~~[Enter 2, if applicable]~~	~~[Enter 3, if applicable]~~	~~[Enter 4, if applicable]~~	~~[Enter 5, if applicable]~~

Coordinating Instruction	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

~~*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).~~	~~[Enter 1, if applicable]~~	~~[Enter 2, if applicable]~~	~~[Enter 3, if applicable]~~	~~[Enter 4, if applicable]~~	~~[Enter 5, if applicable]~~
~~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).~~	~~[Enter 1, if applicable]~~	~~[Enter 2, if applicable]~~	~~[Enter 3, if applicable]~~	~~[Enter 4, if applicable]~~	~~[Enter 5, if applicable]~~

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable.]	[Enter 2, if applicable.]	[Enter 3, if applicable.]	[Enter 4, if applicable.]	[Enter 5, if applicable.]
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.	[Enter 1, if applicable.]	[Enter 2, if applicable.]	[Enter 3, if applicable.]	[Enter 4, if applicable.]	[Enter 5, if applicable.]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable.]	[Enter 2, if applicable.]	[Enter 3, if applicable.]	[Enter 4, if applicable.]	[Enter 5, if applicable.]
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.	[Enter 1, if applicable.]	[Enter 2, if applicable.]	[Enter 3, if applicable.]	[Enter 4, if applicable.]	[Enter 5, if applicable.]

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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]