

Connect Community Charter School Local Indicators on the California School Dashboard – 2023

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities (Priority 1)

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

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.

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

2 of 12 teachers

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0%

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

0 Instances

Additional Comments

As reported in the LCAP Annual Updates for 2022-23

- 100% of students had access to State Standards-aligned instruction and materials.**
- All facilities met standards as measured on the Facility Inspection Tool and as reported on the School Accountability Report Card.**

STANDARD MET

Implementation of Academic Standards (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.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the school chose the selected measure or tool.

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

Connect Community Charter School (“Connect”) takes great pride in implementing state academic standards and has chosen specific measures and tools to track student progress toward meeting grade level state academic standards. In grades 2 - 8, teachers administer the NWEA MAP tests in Reading and Math each trimester to assess students' progress toward mastery of the Common Core State Standards. The Charter School selected this assessment since it is nationally normed and provides in depth data reports that teachers can use to drive instruction. Additionally, the assessments are online allowing for immediate reporting to inform instruction. In grades TK - 5,

teachers administer multiple assessments: Fountas & Pinnell, SIPPS, Six Traits of Writing, IXL, and curriculum based assessments to measure progress. These assessments were chosen because they are established, norm referenced tools while the curriculum based assessments allow the teachers to assess student learning during specific units they are teaching. In grades 6-8, teachers also use Six Traits of Writing, curriculum based assessments, and Open Up Math resources. In Science and History, Connect primarily assesses students through a Project Based Learning (“PBL”) model because this is an essential part of our charter petition. Our PE teacher assesses student progress by tracking their growth on the California Physical Fitness Test requirements. Student progress in Visual Arts and Music is measured through performance-based activities since our charter petition is committed to showcasing student knowledge through presentations as part of our PBL focus.

OPTION 2: Reflection Tool

Reflection Tool Rating Scale (lowest to highest)

1

Exploration And Research Phase

2

Beginning Development

3

Initial Implementation

4

Full Implementation

5

Full Implementation And Sustainability

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

4

Full Implementation

History - Social Science

4

Full Implementation

Instructional Materials

2. 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.

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

4

Full Implementation

History - Social Science

5

Full Implementation And Sustainability

Policy & Program Support

3. 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).

English Language Arts – Common Core State Standards for English Language Arts

5

Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5

Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5

Full Implementation And Sustainability

Next Generation Science Standards

4

Full Implementation

History - Social Science

5

Full Implementation And Sustainability

Other Adopted Academic Standards

4. Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

3

Initial Implementation

Health Education Content Standards

3

Initial Implementation

Physical Education Model Content Standards

4

Full Implementation

Visual and Performing Arts

3

Initial Implementation

World Language

1

Exploration And Research Phase

Support for Teachers and Administrators

5. 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).

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

4

Full Implementation

Identifying the professional learning needs of individual teachers

5

Full Implementation And Sustainability

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

4

Full Implementation

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.

Connect using another important tool which is relevant to understanding its progress implementing state academic standard. Connect fully implements a social emotional learning (“SEL”) curriculum called “Six Seconds.” Teachers have received training and follow-up support in fully implementing the SEL curriculum. The focus on SEL helps students to set goals, self-regulate their emotions, and focus on the task at hand which helps them to meet state academic standards.

STANDARD MET

Parent Involvement and Family Engagement (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.

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

5

Full Implementation And Sustainability

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

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.

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.

4

Full Implementation

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.

The Charter School's strengths and progress in Building Relationships Between School Staff and Families include:

- Parent Teacher Conferences are held twice a year to ensure families can fully understand their students' progress and how parents can support student outcomes (translation is available).
- Administer annual survey to parents, staff, and students.
- Messaging tools are used to frequently with families to build support for positive student outcomes and to encourage families to attend school events.
- Host meetings for families of students with disabilities with special education team, school psychologist, and school counselor who build partnership with families to ensure goal attainment.
- Provide consistent communication through Parent Square email, phone calls, and text notification. Send weekly announcements. Post notification on Facebook. Send newsletters home every other week.
- Host family events like Bingo Night and Back to School Night.
- Parents participate on the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to advise the Board.
- Teachers will utilize an application like Parent Square for daily/weekly to communicate with parents about their child.
- Opportunities to volunteer at the Charter School or on field trips.
- The Charter School's website will be updated regularly that will include the school's calendar.
- School Counselor to meet with students and families.
- Charter School provides parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Literacy Night, Math Night, Using Educational Technology, and Transition to MS and HS Night. Charter School provides materials during parent workshops in English and Spanish.
- The parents celebrate the presentations (Project Presentations, Music Assembly, etc.) to witness their child sharing their academic hard work and achievement. Parents also serve on committees, lead community activities and initiatives throughout the year, and parents serve on the Charter School Board of Directors.

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.

The Charter School's focus areas for improvement in Building Relationships Between School Staff and Families include:

- **Work with parents to encourage stronger communication to ensure that the above strategies are effective.**
 - **Ensure advertising about parent workshops on Understanding State Standards and assessments including SBAC and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Literacy Night, Math Night, Using Educational Technology, and Transition to MS and HS Night. Charter School provides materials during parent workshops in English and Spanish.**
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.

The Charter School will continue to focus on improving the engagement of underrepresented families in relation to Building Relationships Between School Staff and Families. The Charter School will continue to focus on ELAC with training and having parents reach parents to empower families. The Charter School focuses on student learning, individual goals for the students, and investing in families to include translation services to parents who are English Learners. The Charter School will continue to host events for parents at various times throughout the day to ensure that families can actively participate in the school community. To parents and families with disabilities, Charter School provides reasonable accommodations such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. The Charter School will make special accommodations for communicating with parents or families with accessibility needs or other special needs like conducting home visits. For parents of migrant students, the Charter School will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The Charter School will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs and developing an Individualized Learning Plan to support the student.

Section 2: 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.

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.

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.

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.

4

Full Implementation

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.
The Charter School's strengths and progress in Building Partnerships for Student Outcomes are developing a strong and supportive school culture through a Positive Behavior Intervention and Support ("PBIS") program and restorative practices, family communication through Parent Square, the website, and the newsletter, and partnerships through conferences, parent workshops, and family events. The Charter School has developed partnerships with Healthy Cities Tutoring, the ASES grant After-School Program where the paraprofessionals work in intervention and homework and STEAM programs, the Public Library that provides library cards, Science from Scientists, Reading to Shelter Animals, and County Office of Education. The Charter School also uses buddy teachers, hired a full-time school counselor, gardening, music, and art enrichment, and PBIS.

Our strengths in building relationships between school staff and families stem from open two-way communication. One characteristic of our LEA that supports communication is our staffing. We have multiple bilingual employees at all levels of

our school: administrators, teachers, support staff. This is essential at a school site with a large number of families who have limited English. Our employees help with translation/interpretation of all written material, IEPs, community gatherings, curriculum, parent conferences, etc. For families, being able to comfortably interact with our LEA helps strengthen our relationships. Another key element in our communication plan is the use of digital tools such as Google Voice and Parent Square. Because these tools allow for text messaging, we can deliver important information to parents in their preferred mode and they can easily communicate with us. Additionally, these tools include translation support, thus making the information accessible. Finally, we host many events for parents to connect with school such as monthly community meetings, project presentation nights, and a winter craft fair. We are constantly striving to build relationships between school staff and families.

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. **The Charter School's focus area for improvement in Building Partnerships for Student Outcomes includes building the After-School Program to include tutoring, intervention programs, and enrichment programs. Building partnerships with families to support the school community will continue with culturally responsive pedagogy, intervention teachers, school counselor, Project Based Learning, and part-time Parent Outreach position.**
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. **The Charter School's will improve engagement of underrepresented families in relation to Building Partnerships for Student Outcomes will continue to build trusting relationships with families. For families of English Learners, the Charter School will continue to provide translation services, invite families to better understand the acquisition of the English language, and how to engage with the school. For families of students with disabilities, the Charter School will engage with families during IEP meetings and in planning activities and programs for students.**

Section 3: 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.

4

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

4

Full Implementation

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.

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.

4

Full Implementation

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.
The Charter School's strengths and progress in Seeking Input for Decision-Making are seeking input from educational partners through an annual survey, monthly community meetings, School Site Council, English Learner Advisory Committee, digital polls, and overall climate development. Hiring includes several educational partners to ensure that future employees meet the qualifications and align to the Charter School's mission. Being able to gather that information in families' home language strengthens our work in this area.
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.
The Charter School's focus area for improvement in Seeking Input for Decision-Making will include programmatic decisions through the Professional Learning Communities in regard to instructional strategies, curriculum, timing of events and assessments. Furthermore, the families will have additional

opportunities to share information through monthly community meetings, School Site Council, and English Learner Advisory Council.

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.
The Charter School's will improve engagement of underrepresented families in relation to Seeking Input for Decision-Making will meeting for parents of English Learners and parents of Students with Disabilities to provide information about the programs provided to the students.

STANDARD MET

School Climate (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.

Local Climate Survey Summary

Connect gives an Educational Vital Signs survey bi-annually to all parents, and works to get feedback from staff, parents, and students alike. The school is committed to addressing any important issues that arise. Additionally, Connect's SSC and ELAC committees are involved in making and approving both funding and financial decisions as well as contributing to school culture and bringing up concerns to the administration. Connect's local indicators continue to grow. Connect has a high climate index of XX% and is currently performing above average (100) on all indicators. Connect performs in the high range for Trust. Connect continues to make plans to increase parent engagement and student safety.

Our charter focuses on SEL, so teachers implement and SEL curriculum, hold advisory meetings, and apply PBIS strategies to resolve behavior challenges. Additionally, we have been participating in an SEL study through "Six Seconds." Our efforts in this area have resulted in an improved school climate.

STANDARD MET

Access to a Broad Course of Study (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.

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)

The Charter School examines local measures to ensure all students have access to, and are enrolled in, a broad course of study. The teachers, counselor, and administrators monitor benchmark assessments to ensure that all students are making progress toward proficiency in grade level standards. Connect teachers created a Scope and Sequence that incorporates all Common Core State Standards, NGSS standards, and CA Social Studies standards. In addition, core materials and curriculum resources are available at each grade level for each subject area. Special Education staff work with teachers to identify students with disabilities and develop a plan to meet their goals each year. Teachers and staff are also provided a list of English Learners specifying their levels and those students receive integrated English instruction during their core content instruction as well as designated English Language Development daily. Connect keeps records to track the progress of all students toward meeting grade level standards and individualized goals.

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)

The Charter School provides all students with high-quality instruction and a rigorous State Standards aligned curriculum in an inclusive environment that provides relevant learning experiences that encourage student engagement. The Charter School ensures access to restorative practices, mindfulness, and instructional strategies. English Learners receive integrated English Language Development and designated English

Language Development at their level daily. Students with Disabilities receive Designated Instructional Services determined by the IEP team. All students participate in art, music, and physical education classes taught by specialists. Students are assessed on all standards in the four core subject areas on our standards-based progress reports. Progress reports include art and physical education assessments, as well as core SEL standards.

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)

The Charter School examines local measures to identify barriers preventing the school from providing access to a broad course of study for all students. The greatest barrier is low student attendance and high chronic absenteeism for identified students. The second greatest barrier related to attendance is the need to increase students' sense of belonging and relationships with peers. Finally, the third greatest barrier is the academic achievement of students who are achieving well below grade level. The Charter School has identified a need for increased attendance by implementing a culture of positive on-time attendance five days per week through attendance incentives, positive recognition, and awards to ensure positive daily attendance, implementing the Attendance Policy through parent phone calls, parent meetings, attendance contracts, letters, and home visits, and implementing a prioritized system for identifying and serving students who are chronically absent based on results of each student's average daily attendance. The Charter School has identified a need for more focus on social emotional well-being to include increasing the number of events that may increase connectedness on campus will strengthen school culture. These events will include student recognition programs, use of a social emotional learning program, and positive school climate to boost school pride and students' sense of purpose. The Charter School has identified a need for more academic intervention in ELA and Math for all students to include receiving intervention during the school day, after-school tutoring, and ensuring that all teachers are using culturally responsive strategies to teach ELA and Math.

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)

The Charter School will provide intensive and strategic interventions for students in English Language Arts and Mathematics for ALL students focusing on the significant subgroups of Hispanic, White, English Learners and Reclassified English Learners, Students with Disabilities, and Socioeconomically Disadvantaged Students supported by teachers and additional support staff. The Charter School purchased Leveled Literacy Intervention (LLI) curriculum to support reading instruction, upgraded supplemental

online curricular resources, and hired a Literacy Support/ELD Coordinator to provide designated English Language Development. In order to ensure that the students are safe and healthy, the Charter School has implemented powerful Positive Behavior Intervention and Supports (PBIS), Social Emotional Learning (SEL), and Restorative Practices. The approach to PBIS has been found to decrease suspension rates, prevent violence, increase attendance, and increase self-esteem and self-regulation. The long-term benefits of this support and the inclusion of SEL will include drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

Optional Narrative (500 Characters)

Connect Community Charter School prepares students to meet the challenges of a rapidly changing world by enhancing critical and creative thinking skills, cultivating curiosity, and fostering social and emotional development in a nurturing and caring community.