



THE LEARNING CHOICE
— ACADEMY —

FALL 2019 CA DASHBOARD
LOCAL INDICATORS REPORT FOR
THE LEARNING CHOICE ACADEMY
GOVERNING BOARD
October 10, 2019

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes **Learning Choice Academy's** Local Indicators Self-Reflection Report for the Fall 2019 CA Dashboard Local Indicators submission.

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

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:

Findings reported:

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

NARRATIVE:

N/A

**PRIORITY 2: Reflection Tool for Recently Adopted
Academic State Standards and/or Curriculum Frameworks**

LEAs are required to rate each of the following 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

The Learning Choice Academy selected Option 2 Reflection Tool:

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

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

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.

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X

Academic Standards	1	2	3	4	5
Next Generation Science Standards					X
History-Social Science					X

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)

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

OTHER ADOPTED ACADEMIC STANDARDS

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the State Board of Education for all students.

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

SUPPORT FOR TEACHERS & 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).

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

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.

NOT APPLICABLE

PRIORITY 3: Parent & Family Engagement Self Reflection Tool

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

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

Building Relationships	1	2	3	4	5
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.					X
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					X
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
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.			X		

Dashboard Narrative Box (Limited to 3,000 characters): 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.

Parents and guardians are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. TLC Academy provides numerous opportunities for families to be involved at school, including serving on the: governance committees, special events, fundraising events, parent organizations, in classrooms, and by participating in advisory committees, and special events.

Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

We are committed to communicating with and engaging parents as partners in their children's education. Most communication to parents and families is in the family's primary language. However, we are working diligently to make sure all forms and communications are transcribed. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (i.e., school site council, special events, fund raising events, field trips, and in classrooms). We encourage

parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Building Partnerships for Student Outcomes

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

Building Partnerships	1	2	3	4	5
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.					X
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					X
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.					X
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.					X

Dashboard Narrative Box (Limited to 3,000 characters): 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 mission of The Learning Choice Academy focuses on building relationships with students and parents. The Learning Choice Academy works hand in hand with parents, teachers and students on an ongoing basis. Parents have ample opportunities to participate in school programs through surveys, School Site Council (SSC), ELAC, parent workshops and monthly meetings with teachers.

A focus area for improvement for Learning Choice Academy is the need to increase school to family’s communication through the Parent Square app to increase the various methods on how we communicate to families. Another focus area for improvement is to support families to understand and exercise their legal rights and advocate for their own child(ren).

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
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.					X
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					X
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.					X
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.					X

Dashboard Narrative Box (Limited to 3,000 characters): 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 Learning Choice Academy has a Family and Parent Engagement policy. The policy has been developed jointly with, and agreed on with, parents, family members, RCAs, teachers, administration, and community stakeholders at The Learning Choice Academy. Parents have many opportunities to be involved at their children's school site (i.e., advisory committees, special events, fund raising events, parent organizations, and in classrooms).

A focus area for improvement is that TLC would like to see an increase of parents attend and participate in the School Site Council (SSC), and English Language Advisory Committee (ELAC) as well as continue to grow our partnerships in the community.

PRIORITY 6: School Climate

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

INSTRUCTIONS:

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 (response limited to 3,000 characters). 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.

1. **DATA:** Reflect on the key learning 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 have, 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?

Findings reported:

The Learning Choice Academy administered a student survey to measure student perceptions of school safety and connectedness. A total of 311 students completed the survey, a 43% participation rate.

FINDINGS:

The following are student survey findings:

- 80% feel they can be honest in their communication with TLC Leadership
- 74% feel they receive timely information about policies, procedures, and plans that affect them.
- 75% stated that there has been improvement in communication over the past year.
- 86% are satisfied with their job.
- 23% find PLC during staff meetings very/extremely useful.

- 98% agree adults at this school really care about every student.
- 95% agree adults listen to what students have to say.
- 92% agree adults feel a responsibility to improve the school.
- 95% agree adults work hard to ensure a safe and supportive learning environment

The Leadership Team will review, analyze and report student survey result findings and will develop strategies to increase participation rate on the student survey. In addition, the school will research evidence-based student surveys to administer in Spring 2020 as part of the LCAP requirements; and administer a separate Student & Parent survey for each of the TLC Charter Schools.

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.

INSTRUCTIONS: 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.**

The Learning Choice Academy (TLC) is an independent study, academic program serving grades TK-12. Every TLC student enjoys the benefits of a personalized learning plan, and personalized attention from teachers, individualized college and career planning, and a flexible schedule that meets their academic and personal needs. Our teachers are highly committed to partnering with parents to provide every student with a personalized and rigorous academic experience.

TLC serves a unique population that has not been successful in the traditional public school system. The focus of TLC is to improve student learning, offer a safe learning environment, and prepare students for College and Career through a flexible learning environment. Our school combines curiosity and application, leading to a deep understanding of content, self-motivation and confidence. These skillsets empower students to take on the challenges in order to be who they want to be and excel to their fullest potential. The Learning Choice Academy provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of the Learning Choice Academy's educational program.

Currently TLC serves approximately 568 students in grades TK-12; of which 57% White, 43% Hispanic, 9% African-American, 4% Filipino; 18% Students with Disabilities (SWD); 5% English Learners, 0.5% Foster Youth, 42% Socio-economically Disadvantaged and 8.2% Homeless Youth.

The Learning Choice Academy uses the following locally selected tools 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 which include: master schedule, student course schedule (semester), report cards/transcripts, and parent/student/teacher conference reports. In addition, the Principal will verify this during classroom observations and they will ensure classroom/course schedules are being followed.

- 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.**

An analysis of the measures listed above demonstrate that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At The Learning Choice Academy, all students in grades TK-12 have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to: Visual & Performing Arts (VAPA), Edgenuity Online Courses, CTE Pathway (Gr. 9-12), UC A-G courses (Gr 9-12), and Electives (Gr. 9-12). All students in high school will have access to a College Counselor for college planning, meeting UC A-G course requirements, and PSAT/SAT/ACT assessments. There are no differences to accessibility to courses, across student groups at The Learning Choice Academy.

- 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.**

Currently, 100% of the students have access to a broad course of study and The Learning Choice Academy will continue to monitor this to ensure no barriers arise to change access.

- 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?**

Due to the current success of The Learning Choice Academy in providing all students with access to a broad course of study, no changes are currently planned, however this data will continue to be monitored and revisions made, with implementation as needed.