

# **LOCAL INDICATORS 2021-2024**

## **Basics: Teachers, Instructional Materials, Facilities**

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

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

### Mis-Assignments (0 EL) Of Teachers Of English Learners

2021-2022	2022-2023	2023-2024
0	0	0

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

2021-2022	2022-2023	2023-2024
0	0	0

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

2021-2022	2022-2023	2023-2024
0	0	0

## 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

## Parent and Family Engagement

This measure addresses receiving parent input in decision-making and promoting parental participation in education programs for students.

LEAs report progress of how they have sought input from parents in decision making and promoted parent participation in programs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard. The summary of progress is required to be based on either information collected through surveys of parents/guardians or other local measures, and includes a description of why the district chose the selected measures, including whether progress on the selected measure is related to goals it has established for other Local Control Funding Formula (LCFF) priorities in its Local Control and Accountability Plan (LCAP).

Joel add scale

**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.**

2021-2022	2022-2023	2023-2024
3 - Initial Implementation	3 - Initial Implementation	3 - Initial Implementation

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

2021-2022	2022-2023	2023-2024
4 - Full Implementation	4 - Full Implementation	4 - Full Implementation

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

2021-2022	2022-2023	2023-2024
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3 - Initial Implementation	3 - Initial Implementation	3 - Initial Implementation
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**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.**

2021-2022	2022-2023	2023-2024
3 - Initial Implementation	3 - Initial Implementation	3 - Initial Implementation

**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.**

2021-2022	<p>Leroy Greene Academy has received generous scores surrounding providing information and resources to support our families with academics. We have an Advisory program, where teachers work with students and families surrounding academics, and setting up plans for the student to be successful. Advisory teachers also work to support the whole student and provide additional social emotional support when necessary. A growth area surrounds ensuring more families have the opportunity to meet with one of our counselors, with over 20% of parents explaining they had no personal knowledge of a counselor meeting on academics. Due to this, we hired an additional counselor for more academic support, who will help our high schoolers with goal setting, college information, course selection, and other academic measures. LGA is restructuring its Student Success Team meetings and working with its teachers to identify key data points as flags for students of need, which leads to clearer and concise communication with families. We are working as a school site to find more dynamic ways to engage our stakeholders.</p>
2022-2023	<p>Leroy Greene Academy continues to have strong support from families for academic programs. We have an Advisory program, where teachers work with students and families surrounding academics, and setting up plans for the student to be successful. Advisory teachers also work to support the whole student and provide additional social emotional support when necessary. We are working as a school site to find more dynamic ways to engage all educational partners including parents, which continues to be an area needed improvement..</p>
2023-2024	<p>Leroy Greene Academy continues to have strong support from families for academic programs. We have an Advisory program, where teachers work with students and families surrounding academics, and setting up plans for the student to be successful. Advisory teachers also work to support the whole student and provide additional social emotional support when necessary. We are working as a school site to</p>

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**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.**

2021-2022	2022-2023	2023-2024
4 - Full Implementation	4 - Full Implementation	4 - Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

2021-2022	2022-2023	2023-2024
3 - Initial Implementation	3 - Initial Implementation	3 - Initial Implementation

**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.**

2021-2022	2022-2023	2023-2024
3 - Initial Implementation	3 - Initial Implementation	3 - Initial Implementation

**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.**

2021-2022	2022-2023	2023-2024
2- Beginning Development	2- Beginning Development	2- Beginning Development

**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.**

2021-2022	According to a recent survey for all stakeholders, 89% of our families agree that the school communicates well with families, and 91% of
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	<p>families agree that it is easy for LGA families to communicate with their student's teachers. Our focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important vehicle for this push will be through our Advisory program, where each teacher has the opportunity to get to know a small group of families on a more personal level, and can team with families to provide the needed support. These groups are created purposefully, and will continuously and proactively reach out to all families, including underrepresented families, for support.</p>
2022-2023	<p>According to a recent survey for all stakeholders, 93% of parents feel welcomed at school and 89% feel connected to school. More than <math>\frac{3}{4}</math> feel that their input is respected, valued and reflected in school plans. A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important vehicle for this push will be through our Advisory program, where each teacher has the opportunity to get to know a small group of families on a more personal level, and can team with families to provide the needed support. These groups are created purposefully, and will continuously and proactively reach out to all families, including underrepresented families, for support.</p>
2023-2024	<p>According to a recent survey for all stakeholders, 79% of parents feel welcomed at school and 79% feel connected to school. More than <math>\frac{2}{3}</math> feel that their input is respected, valued and reflected in school plans. A continued focus area for the next few years centers on developing the capacity of staff to build trusting and respectful relationships with families. An important vehicle for this push will be through our Advisory program, where each teacher has the opportunity to get to know a small group of families on a more personal level, and can team with families to provide the needed support. These groups are created purposefully, and will continuously and proactively reach out to all families, including underrepresented families, for support.</p>

**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.**

2021-2022	2022-2023	2023-2024
2- Beginning Development	2- Beginning Development	2- Beginning Development

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

2021-2022	2022-2023	2023-2024
2- Beginning Development	2- Beginning Development	2- Beginning Development

**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.**

2021-2022	2022-2023	2023-2024
2- Beginning Development	2- Beginning Development	2- Beginning Development

**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.**

2021-2022	2022-2023	2023-2024
3 - Initial Implementation	3 - Initial Implementation	3 - Initial Implementation

**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.**

2021-2022	<p>This area consists of some of the lowest scores we have identified. While we do reach out to families, overwhelmingly, we need to engage them more often. We began doing "Pride and Pastries" as an avenue to bring families into the fold with all decision making, and have begun working well with our PTSA to begin looking at implementing family engagement activities at our school level. Different family engagement activities that we have created include our Powderpuff Football game, our cultural celebrations such as Dia de los Muertos, and our</p>
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	<p>Multicultural Night - all of which are free events to attend. While we spend a decent amount of time advertising our policies and with our stakeholders, we don't spend enough time seeking input from the groups to ensure that we can make growth with our stakeholders. We plan to create parent focus groups to engage families on the progress and direction of our site.</p>
2022-2023	<p>This area consists of some of the lowest scores we have identified. School staff and leaders plan to create new parent engagement opportunities in 2022-2023 as soon as the public health crises subsides enough to bring people on campus and for enough staff to be available to meet with families. The use of technology for parent engagement continues to be a strong engagement effort, but more is still needed.</p>
2023-2024	<p>This area continues to be a challenge for LGA. The staff have plans to continue the new parent engagement opportunities created in 2022-2023. The use of technology for parent engagement continues to be a strong engagement effort, but more is still needed.</p>

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

### Local Climate Survey Summary

2021-2022	<p>In the Natomas Unified School District School Climate and Culture Student Survey, our site has shown growth in the areas of Climate of Support for Academic Areas; Knowledge and Fairness of Discipline, Rules &amp; Norms; Safety; Safety, Sense of Belonging (School Connectedness); Sense of Belonging (School Connectedness). Our areas of growth are surrounding teachers working with and for their students, students knowing expectations, and feeling a sense of belonging and connectedness with other students. While our survey results were overwhelmingly positive, if we had to identify an area for growth it would be around the area of campus behavior such as bullying and interpersonal relationships. Due to this, we are launching an anti-bullying campaign that will continue throughout the immediate future. We launched restorative practices with phase one of community circles, and we will continue to enrich and train our staff on these practices. We have begun implementing restorative conversations as well. We also have trained a small contingent of our staff surrounding PBIS strategies, and are preparing for an initial rollout of PBIS. We have brought in outside organizations, such as Learning for Living with Breaking down the Walls, and are using cyberbullying lessons within our Advisory class. The goal of all of these systems is to reduce bullying and gossip and sexual harassment or jokes on our campus. Administration is also aligning our progressive discipline model with our tiered interventions in such a way as to ensure students understand our campus is a bully free zone.</p>
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2022-2023	<p>In the Natomas Unified School District School Climate and Culture Student Survey, our site has shown growth in the areas of Climate of Support for Academic Areas; Knowledge and Fairness of Discipline, Rules &amp; Norms; Safety; Safety, Sense of Belonging (School Connectedness); Sense of Belonging (School Connectedness). Our areas of growth are surrounding teachers working with and for their students, students knowing expectations, and feeling a sense of belonging and connectedness with other students. While our survey results were overwhelmingly positive, if we had to identify an area for growth it would be around the areas of preparing student for college exams, connecting them with the community, engaging community partnerships, creating volunteer opportunities and engaging families. However, know that these efforts were especially impacted by the pandemic, the public health crises, and changes in college application requirements.</p>
2023-2024	<p>In the Natomas Unified School District School Climate and Culture Student Survey, our site has shown growth in the areas of Climate of Support for Academic Areas; Knowledge and Fairness of Discipline, Rules &amp; Norms; Safety; Safety, Sense of Belonging (School Connectedness); Sense of Belonging (School Connectedness). Our areas of growth are surrounding teachers working with and for their students, students knowing expectations, and feeling a sense of belonging and connectedness with other students. While our survey results were overwhelmingly positive, if we had to identify an area for growth it would be around the areas of improving campus climate and culture.</p>

## Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 district chose the selected measure or tool.

### Narrative Summary

2021-2022	Leroy Greene Academy is utilizing various tools to track progress on state standards, ranging from formative assessments embedded in curriculum such as StudySync, GoMath, and other curriculum sources. We also proactively utilize IAB data as a formative benchmark to ensure standards are taught to mastery. We have been utilizing IAB's since 2017, and we use it to monitor both our progress and performance. At the end of the year, we pull from CAASPP results to plan for the following year. We utilize "power assignments" in math which specifically addresses individual standards in math, and "Unit Assessments" from various curriculum sources to ensure students can synthesize standards. Our staff utilizes consistent Professional Learning Communities (PLCs) and teachers observing teachers to steal, borrow, and build from each other's teaching. Teachers can observe their peers, looking for specific actionable strategies and/or implementation of standards to reinforce in their own rooms. From this, we will create an instructional rounds model based off staff input, centering on rigor and instruction of California Common Core Standards. Lastly, administration provides consistent feedback on standard based instruction to their staff.
2022-2023	Leroy Greene Academy is utilizing various tools to track progress on state standards, ranging from formative assessments embedded in curriculum such as StudySync, GoMath, and other curriculum sources. We also proactively utilize IAB data as a formative benchmark to ensure standards are taught to mastery. We have been utilizing IAB's since

	<p>2017, and we use it to monitor both our progress and performance. At the end of the year, we pull from CAASPP results to plan for the following year. We utilize “power assignments” in math which specifically addresses individual standards in math, and “Unit Assessments” from various curriculum sources to ensure students can synthesize standards. Our staff utilizes consistent Professional Learning Communities (PLCs) and teachers observing teachers to steal, borrow, and build from each other’s teaching. Teachers can observe their peers, looking for specific actionable strategies and/or implementation of standards to reinforce in their own rooms. From this, we will create an instructional rounds model based off staff input, centering on rigor and instruction of California Common Core Standards. Lastly, administration provides consistent feedback on standard based instruction to their staff.</p>
2023-2024	<p>Leroy Greene Academy is utilizing various tools to track progress on state standards, ranging from formative assessments embedded in curriculum such as StudySync, GoMath, and other curriculum sources. We also proactively utilize IAB data as a formative benchmark to ensure standards are taught to mastery. We have been utilizing IAB’s since 2017, and we use it to monitor both our progress and performance. At the end of the year, we pull from CAASPP results to plan for the following year. We utilize “power assignments” in math which specifically addresses individual standards in math, and “Unit Assessments” from various curriculum sources to ensure students can synthesize standards. Our staff utilizes consistent Professional Learning Communities (PLCs) and teachers observing teachers to steal, borrow, and build from each other’s teaching. Teachers can observe their peers, looking for specific actionable strategies and/or implementation of standards to reinforce in their own rooms. From this, we will create an instructional rounds model based off staff input, centering on rigor and instruction of California Common Core Standards. Lastly, administration provides consistent feedback on standard based instruction to their staff.</p>

### Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report 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 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

**1. The locally selected measures or tools used 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.**

2021-2022	Leroy Greene Academy focuses on improving student access as well as readiness for college and career. Leroy Greene provides a Course Catalog with descriptions of course options and sequences aligned to Board and Executive Council approved graduation requirements and a-g completion. Students have access to similar courses of study as measured by our increasing A-G rate. Additionally, the Principal monitors the master schedule at the beginning of the school year to ensure students from all student groups have access to broad courses of study using data reports from our student information system and data warehouse. Students also have the ability to create a Multi Year Academic Plan where they work with counselors and their parents to sign up for their own classes and project their academic plan four years out.
2022-2023	Leroy Greene Academy focuses on improving student access as well as readiness for college and career. Leroy Greene provides a Course Catalog with descriptions of course options and sequences aligned to Board and Executive Council approved graduation requirements and a-g completion. Students have access to similar courses of study as measured by our increasing A-G rate. Additionally, the Principal monitors the master schedule at the beginning of the school year to ensure students from all student groups have access to broad courses of study using data reports from our student information system and data warehouse. Students also have the ability to create a Multi Year Academic Plan where they work with counselors and their parents to sign up for their own classes and project their academic plan four years out.

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**2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

2021-2022	Leroy Greene Academy operates on a four by four block schedule. This schedule provides more access to courses and ensures all students are on track to graduate. Our graduation rate remains 100% and our A-G graduation rate remains spectacularly high, around 97%.
2022-2023	Leroy Greene Academy operates on a four by four block schedule. This schedule provides more access to courses and ensures all students are on track to graduate. Our graduation rate remains 100% and our A-G graduation rate remains high, around 86.6%.
2023-2024	Leroy Greene Academy operates on a four by four block schedule. This schedule provides more access to courses and ensures all students are on track to graduate. Our graduation rate remains 100% and our A-G graduation rate remains high, around 86.6%.

**3. Identification of any barriers preventing access to a broad course of study for all students.**

2021-2022	LGA offers two unique pathways to its students: Business Entrepreneurship and Visual Arts . These pathways make up a portion of LGA's graduation requirements. Also, with our block schedule our graduation/credit requirements are higher than most schools. Students who transfer to LGA can, at times, struggle to meet LGA's graduation requirements.
2022-2023	LGA offers two unique pathways to its students: Business Entrepreneurship and Visual Arts . These pathways make up a portion of LGA's graduation requirements. Also, with our block schedule our graduation/credit requirements are higher than most schools. Students who transfer to LGA can, at times, struggle to meet LGA's graduation requirements.
2023-2024	LGA offers two unique pathways to its students: Business Entrepreneurship and Visual Arts . These pathways make up a portion of LGA's graduation requirements. Also, with our block schedule our graduation/credit requirements are higher than most schools. Students who transfer to LGA can, at times, struggle to meet LGA's graduation requirements.

**4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

2021-2022	Almost every course at Leroy Greene Academy is A-G compliant. Leroy Greene is increasing support to students with disabilities by increasing inclusive practices, including providing additional opportunities for training of staff. Additionally, Leroy Greene Academy staff has worked to increase achievement for English Learner students. LGA continues to monitor student course enrollment each year. Also, twice a year, each family with a high school student is sent a personalized letter about their student's progress toward graduation and college. This additional tool not only provides information to encourage students to strive toward college access, but also informs them and their families if they are off track for completing any coursework required to graduate or attend a CSU or UC college.
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