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Local Performance Indicators

2022/2023

Summary:

**1. Basic Conditions of Learning (Priority 1):**

*Standard Met*

**2. Implementation of State Academic Standards (Priority 2):**

*Standard Met*

**3. Parent and Family Engagement (Priority 3)**

*Standard Met*

**4. School Climate as measured by a local climate survey (Priority 6)**

*Standard Met*

**5. Access to a Broad Course of Study (Priority 7)**

*Standard Met*

## 1. Basic Conditions of Learning (Priority 1):

*Standard Met*

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

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

## 2. Implementation of State Academic Standards (Priority 2):

*Standard Met*

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 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 district/charter chose the selected measure or tool.

### Professional Development

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:  
*Full Implementation*
- English Language Development (Aligned to English Language Arts Standards):  
*Full Implementation*
- Mathematics – Common Core State Standards for Mathematics:  
*Full Implementation*
- Next Generation Science Standards:  
*Full Implementation*
- History - Social Science:  
*Full Implementation*

### Instructional Materials

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:  
*Full Implementation*
- English Language Development (Aligned to English Language Arts Standards):  
*Full Implementation*
- Mathematics – Common Core State Standards for Mathematics:  
*Full Implementation*
- Next Generation Science Standards:  
*Full Implementation*
- History - Social Science:  
*Full Implementation*

### Policy & Program Support

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:  
*Full Implementation and Sustainability*
- English Language Development (Aligned to English Language Arts Standards):  
*Initial Implementation*
- Mathematics – Common Core State Standards for Mathematics:  
*Full Implementation*
- Next Generation Science Standards:  
*Initial Implementation*
- History - Social Science:  
*Full Implementation*

### Implementation of Standards

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

- Career Technical Education:  
*Beginning Development*
- Health Education Content Standards:  
*Initial Implementation*
- Physical Education Model Content Standards:  
*Full Implementation*
- Visual and Performing Arts:  
*Full Implementation*
- World Language:  
*Full Implementation*

### Engagement of School Leadership

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:  
*Full Implementation*
- Identifying the professional learning needs of individual teachers:  
*Initial Implementation*
- Providing support for teachers on the standards they have not yet mastered:  
*Full Implementation*

### 3. Parent and Family Engagement (Priority 3)

*Standard Met*

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 educational partners 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).

- 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:  
*Full Implementation*
- Rate the LEA's progress in creating welcoming environments for all families in the community:  
*Full Implementation*
- Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:  
*Full Implementation*
- 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:  
*Full 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:

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*Mueller/Bayfront Charter School is committed to developing and sustaining partnerships with families to ensure student success. Home visits are conducted by teachers for every student once each year and staff conferences with families two additional times throughout the year to provide updates on student progress. Workshops, trainings, and family nights are provided throughout the year for families to learn more about supporting their children's school success. Student Led Conferences have been added at Bayfront this year for students in need of academic support.*

- 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.

*Full Implementation*

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

*Full Implementation*

- 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.

*Full Implementation*

- Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

*Full 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.

*Mueller/Bayfront Charter School is committed to creating strong home and school connections with our students and their families. Home visits are conducted for every student at the start of every school year. Mueller Charter School believes that ongoing, two-way communication with all educational partners is critical. Important school information is sent weekly to parents through Peachjar, an online forum to post flyers and school-related information, a digital marquee, the Remind 101 app, and our websites. Mueller continues to identify additional ways to communicate with families to ensure all educational partners are informed and given opportunities to provide input.*

- 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.

*Full Implementation*

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

*Full Implementation*

- 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.

*Full Implementation*

- 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.

*Full 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.

*Mueller Charter School provides opportunities for parent participation and input through Parent Council, Community Council, Input Sessions, and surveys. Families have been messaged to join us in reviewing various reports and plans through Jupiter, Remind 101, School Messenger Calls, teacher communication, Peachjar flyers, texts, and by emails. There continues to be a need to recruit more input from families to provide a larger representation of all families.*

#### **4. School Climate as measured by a local climate survey (Priority 6)**

*Standard Met*

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 educational partners 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

*Students in 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grades participated in the California Healthy Kids Survey (CHKS) for the 2022-23 school year in March, 2023. Results are reported to the local governance, Leadership Councils and Parent Council. Additionally, results are utilized in the development of goals for the Comprehensive Safe School’s Plan. The School Counseling Department in conjunction with staff and site leadership utilizes CHKS data to drive guidance curriculum and action steps. Below is a summary of datapoints connected to school connectedness.*

*Caring Adult Relationships 59%  
High Expectations 76%  
School Perceived as very safe or safe 64%*

*This data shows moderate-high rates of student connectedness. An area identified as needing attention is in meaningful participation. We recognize the lasting impact of the pandemic on students' ideas of perceived safety. We provided more engaging extended learning opportunities for students to participate in school and after school activities. We hope this percentage will continue to increase in the upcoming year.*

## 5. Access to a Broad Course of Study (Priority 7)

*Standard Met*

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 educational partners 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.

- 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.

*The locally selected tools used by Mueller/Bayfront Charter School to determine if all students, including unduplicated, are enrolled in a broad course of study are formative and summative progress measures, report cards, progress reports, English Learner identification & monitoring, classroom schedules, student schedules, and Individualized Education Plans.*

- 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.

*The locally selected measures demonstrate all Mueller/Bayfront students have access to a broad course of study. Mueller/Bayfront has curricular focus areas ensuring opportunities for all students. Students participate in Music, the Arts, foreign language, and Physical Education. Students experiencing academic challenges have the support of small group instruction, interventions, and attend additional days during Intersession. Special Education Teachers are provided for students with IEPs. Core curriculum includes integrated and designated English Language Development for English Learners and is aligned to the ELD and Common Core Standards. Supplemental curriculum is provided to support students at individual instructional levels.*

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

*Mueller/Bayfront students have access to a broad course of study. No barriers have been identified that would prevent our students from accessing the appropriate course, materials, or coursework.*

- 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.

*Mueller/Bayfront has provided professional learning opportunities to classroom teachers to support both staff and students in accessing the curriculum included in a broad course of study, For the 2022-2023 school year Mueller/Bayfront has Instructional Coaches, a Coordinator Student Support Services, Special Education teachers and Support Staff. Partnerships with CVESD and the SDCOE allow for additional training for both teachers and administrators. Training and resources for Integrated and Designated English Language Development, and supplemental curriculum aligned to the Common Core is provided. To support students with lower achievement and students with disabilities, supplemental curriculum is aligned to the adopted curriculum. Adopted curriculum and supplemental curriculum is provided. Ongoing professional learning is provided to staff throughout the school year.*