

CA School Dashboard: Local Indicators

Global Learning Charter School – June 2021



Priority 1 – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

No narrative.

Priority 2 – Implementation of State Academic Standards

As described in our 2021 LCAP Annual Update, GLC has identified 8 metrics to track its progress in implementing the state academic standards. Of the 8 indicators, 5 reflect locally selected measures. The effects of the COVID-19 pandemic have been significant, and include a lack of data collection for the period of time when students were not in school during the Spring of 2020. However, despite the irregularities, data from the 2020-21 school year, show that the LEA is implementing academic standards and increasing student academic performance. These measures are listed below.

- Fountas and Pinnell Benchmark Assessment System (BAS)
 - This measure is widely considered a reliable tool for determining students' independent and instructional reading levels. The F&P BAS is ordinarily implemented a minimum of 3 times per year for grades K-2. The BAS is implemented as appropriate for TK students. For the 2020-21 school year, all students in grades K-2 were administered the BAS by the end of the school year.
- Renaissance Learning Star Reading assessment
 - This measure serves as both a screener and progress monitoring tool. Star Reading is a standards-based, computer-adaptive assessment that measures reading comprehension; monitors growth; and tracks understanding of focus skills. The Star Reading assessment is ordinarily implemented a minimum of 3 times per year for grades 3-8. The Star Reading assessment may be implemented to students in grade 2, as appropriate. For the 2020-21 school year, the STAR assessment was voluntary for grades 3-8. Many teachers did implement the assessment. However, the presence of the newly acquired i-Ready diagnostic assessment system, which was required by the District, meant that not all classes found time for the Star Reading assessment.
- Implementation of CA state content standards, as measured by professional development opportunities and curriculum planning
 - Ongoing professional development that addresses the CA state content standards supports teachers' implementation of those standards. In 2020-21, staff development meetings focused on key initiatives related to the implementation of CA state content standards, including the Teacher Clarity Playbook for Distance Learning and English Language Development (ELD). More specifically, staff development topics included, but were not limited to: IXL, Lexia/PowerUp, and Project-based Learning (PBL). The adaptation of curriculum maps and pacing calendars from previous years, supported the implementation of the CA state content standards during this unusual year. The Teacher Clarity Playbook draws attention to creating greater clarity in the area of standards, learning progressions, success criteria, and assessment supported the implementation of the CA state content standards.
- Annual Parent Feedback Survey
 - This tool is ordinarily administered annually and measures a number of important items that support school planning and development. Due the excessive number of surveys being administered by the District and school gathering parents' perspectives throughout the year, the school did not administer the Annual Parent Feedback Survey for the 2020-21 school year. It will be administered again in Spring 2022.
- Local Assessment Data

- GLC administers several additional measures of student academic performance and growth, as part of a locally-developed and teacher-built balanced literacy program. Other local assessment tools include, but are not limited to: unit tests from the adopted Math text (Investigations and CMP 3), Star Math, Lucy Calkin’s Units of Writing prompts and rubrics, Lexia, and Newsela. Due to the limited instructional time available during the 2020-21 school year, the school did not implement all ordinary local assessments. These will resume in 2021-22.

Priority 3 – Parent and Family Engagement

GLC teachers and support staff understand the importance of strong relationships between school and home in the academic, personal, and social development of students. The GLC staff engage in multiple activities to strengthen relationships with students’ families. These include, but are not limited to, the following:

- Classroom placement – In almost all cases, students at GLC are assigned to a classroom and/or homeroom teacher for a 2-year period. This practice, called looping, allows teachers to develop stronger and deeper relationships with students as well as families. Furthermore, sibling students are often placed with a teacher who was assigned to an older sibling. This allows teachers to further develop strong bonds with families over many years. While looping was not always possible for the 2020-21 school year, due to the demands of meeting family and teacher preferences for distance-learning versus in-person learning, the school is resuming the practice of looping for the 2021-22 school year.
- School-to-Home communication – The school uses a variety of approaches and methods to ensure frequent and effective communication with families. These include: weekly Sunday telephone and email messages using Blackboard Connect; text-style messages using the ClassTag app; letters mailed home; notices sent home with in-person students or delivered through bi-weekly backpack exchanges for distance learners; marquee messages; Twitter and Instagram announcements; and an up-to-date website. In addition to school-wide efforts, all teachers have a ClassTag account for class-wide announcements and some teachers use Schoology to communicate with families.
- Parent participation and feedback – Ordinarily, there are many opportunities for parents to participate in activities on campus, including volunteer opportunities, Parent Teacher Student Association (PTSA), School Site Council (SSC), English Learner Advisory Council (ELAC), and more. This year, the PTSA, SSC, and ELAC continued to meet, though volunteering was not permitted. The school’s annual Parent Survey (which will resume for the 2021-22 school year) and commitment to being accessible to parents are also critical to encouraging and seeking feedback from parents.
- Family events – GLC holds several important family events over the course of the year. The purpose of several of these events is to build community between school and home, as well as among GLC families. These events include, but are not limited to: Lunch on the Lawn, Ornaments from Around the world, movie night, the World’s Fair, and Open House. During the 2020-21 school year, some events were canceled while others were moved to an online venue. For example, for our annual Meet-and-Greet, the staff created a video which was provided to parents using ClassTag and a QR code distributed during a materials exchange. Similarly, student recognition and SHINE assemblies were conducted via video and shared weekly. Back-to-School night was conducted with parents via Zoom.

GLC teachers and support staff understand the importance of building partnerships with parents and families as a means of increasing student outcomes. The GLC staff engage in multiple activities to build and support partnerships with parents and families. These include, but are not limited to, the following:

- Parent-Teacher Conferences – GLC teachers meet annually with all parents to discuss progress towards student outcomes. During these conferences, teachers share academic growth data as well as provide guidance and resources for parents to support their child’s continued development. In addition to annual conferences, teachers schedule additional parent-teacher conferences with students performing below grade-level. For the 2020-21 school year, parent-teacher conferences were held via Zoom.

- Student Study Teams (SSTs) – Teachers initiate SST meetings for those students who are experiencing some kind of academic, social, or personal challenge or difficulty. SST meetings provide an opportunity for multiple staff members with diverse roles and experiences to meet with the parent, discuss challenges and concerns, and implement a plan for improvement. For the 2020-21 school year, SSTs were held via Zoom.
- Parent communication – Various methods of communication are utilized to provide information and resources that support student learning to parents and families. These include website communication materials, school-to-home notices, and more.

GLC teachers and support staff understand the importance of engaging families in order to seek input for decision-making. The GLC staff engage in multiple activities to engage families and seek their input for school-wide decision-making. These include, but are not limited to:

- Advisory councils – The School Site Council (SSC) and the English Learner Advisory Council (ELAC) are open to parent membership and participation. They exist to provide a forum for feedback and input regarding the school's programs and activities. For the 2020-21 school year, SSC and ELAC were held via Zoom.
- Parent survey – The parent survey is made available at after-school family events, as well as online. Question items provide important feedback and input specific to the school's four (4) school goals. The parent survey was not administered during the 2020-21 school year, but will be administered for 2021-22.
- Parent Teacher Student Association (PTSA) – The PTSA provides another avenue for parents and families to impact activities on campus. While the PTSA work focuses primarily on enrichment opportunities, the selection and implementation of those activities are critical to our students' academic outcomes. For the 2020-21 school year, PTSA meetings were held via Zoom.

Priority 6 – School Climate

The CoVitality Social-Emotional Health Survey was administered to 4th-8th grade students in the Fall of 2020. The survey uses specific measures to gather data on important constructs/domains, such as:

- Believe in Self
- Believe in Others
- Emotional Competence
- Engaged Living
- Psychological Distress
- School Connectedness
- Life Satisfaction

The results of the CoVitality survey provide feedback and insights that can be used to guide decision-making and action towards continuous improvement. The results provide justification to continue many of the practices that we began during our first year of operation. For example, these include: weekly whole-school assemblies, morning meetings at all grade levels, positive and strengths-based discipline, opportunities for student voice and choice, and numerous opportunities for recognition and celebration (e.g., classroom compliments, SHINE tickets, student recognition assemblies). While the school year looked much different in 2020-21, most of these practices continued in some form. In addition, the school is offering teachers more support to infuse socio-emotional learning (SEL) learning into the daily program. The school also included the following programs and practices during the 2020-21 school year, which are also expected to impact school climate: grade 7/8 electives, sports for grades 5-8, 2.5 days per week with the psychologist, support services by the Behavior Intervention Technician (BIT), and representation on the SSC and PTSA councils.

Priority 7 – Access to a Broad Course of Study

GLC is an elementary school currently serving grades TK through 8th grade. During the 2020-21 academic year, students were exposed to a broad course of study, including but not limited to English Language Arts (ELA), Mathematics, Science, History-Social Studies (HSS), integrated English-Language Development (ELD), Physical Education (PE), and Spanish.

Beginning in 4th grade, students are also provided Music, which is expanded in 5th grade to include band, orchestra, or choir. The school's Student Information System (SIS) tracks all class assignments and other student information. A single system for student information and scheduling allows users to track enrollment, attendance, etc. by grade span, unduplicated student groups, and more.

Ordinarily, the school offers numerous extra-curricular and enrichment opportunities, including: SCICON (Science and Conservation) outdoor school for 5th and 6th grades, Expanding Your Horizons STEM conference for girls, an afterschool athletics league, field trips, and after school clubs (e.g., chess, board game, STEM, cardboard challenge, book club, leadership). These opportunities may be offered during the instructional day, on a weekend, or after school. Many of these continued in a different form during the 2020-21 school year, including: virtual field trips to SCICON, an online Chess Club, an online Art Club, and sports.

Due to the limited size and nature of this LEA, a single elementary charter school, data regarding student access to and enrollment in a broad course of study are simple. 100% of students have access to and are enrolled in the course of study described above. There are no differences based on age, grade, gender, or other variable.

Ordinarily, extra-curricular and enrichment opportunities are offered after-school, which can limit some students ability to participate. Fortunately, any student who participates in the afterschool expanded day program is available to join a club or other after-school activity. Many students not in HEART are able to walk home, and therefore generally have the option to participate in afterschool clubs. For the 2020-21 school year, HEART was offered at another venue off-site.

There are no barriers preventing the LEA from providing access to a broad course of study for all students. Currently, all students are provided access to the same course of study. Ordinarily, the student group which might be challenged to join an afterschool activity are those students who do not live within walking distance and who do not participate in the afterschool program. To mitigate this impact, in-person clubs are held on different days of the week. For the 2020-21 school year, clubs were held via Zoom.

In order to increase the breadth of study available to our students, our school will resume offering 4-8 week club opportunities to students after school for the 2021-22 academic year. In addition, the school offered an after-school sports program for students in grades 5-8 during the Spring of 2021. Additionally, 7th-8th grade students are offered an elective during the regular school day. Currently these options include: Video News, coding, and leadership.

Priority 9 – Coordination of Services for Expelled Students – County Office of Education (COE) Only

N/A

Priority 7 – Coordination of Services for Foster Youth – COE Only

N/A