



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF 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 public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	1.6	86.6	9.8	0	0	0.6	0	4.9

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

- 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.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and 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).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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.****Parental Involvement and Family Engagement (LCFF Priority 3)****Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

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

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- 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.

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

- 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.

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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
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.	5

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.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

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.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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
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
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.	4
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

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.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

For the 24-25 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students, as well as available student group scores, are as follows:

High School:

Engagement: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allow us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 24-25 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

California Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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)

This measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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)

While California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



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Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools Central Valley	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

Introduction

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This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

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The local indicators address the following state priority areas:

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LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF 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 public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	15.8	88.6	8.5	0	0	0.7	0	2.4

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

- 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.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and 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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

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

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- 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.

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

- 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.

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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
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.	5

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.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

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.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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
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
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.	4
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

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.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

For the 24-25 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students, as well as available student group scores, are as follows:

High School:

Engagement: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allow us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 24-25 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

California Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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)

This measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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)

While California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools Monterey Bay	Dr. Richard Savage Superintendent	rsavage@claiforniaops.org (949) 461-1667

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF 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 public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

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Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	11.0	85.5	9.2	0	0	1.3	0	3.7

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

- 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.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and 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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

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

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- 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.

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

- 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.

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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
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.	5

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.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

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.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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
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
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.	4
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

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.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

For the 24-25 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students, as well as available student group scores, are as follows:

High School:

Engagement: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allow us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 24-25 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

California Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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)

This measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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)

While California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools Northern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF 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 public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	49.8	89.8	7	0.0	1.10.4	1.7	0	1.1

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

- 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.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and 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).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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.****Parental Involvement and Family Engagement (LCFF Priority 3)****Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

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

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- 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.

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

- 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.

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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
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.	5

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.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

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.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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
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
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.	4
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

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.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

For the 24-25 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students, as well as available student group scores, are as follows:

High School:

Engagement: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allow us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 24-25 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

California Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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)

This measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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)

While California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools North Bay	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 467-1667

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF 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 public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	3.3	84.3	10.5	0	0	0.6	0	4.6

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

- 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.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and 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).**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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.****Parental Involvement and Family Engagement (LCFF Priority 3)****Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

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

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- 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.

We will continue to increase our efforts in our weekly contact rate. This is an area we are dedicated to continuing and improving for students and families.

- 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.

??We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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
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.	5

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.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

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.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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
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
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.	4
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

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.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

For the 24-25 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students, as well as available student group scores, are as follows:

High School:

Engagement: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allow us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 24-25 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

California Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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)

This measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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)

While California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.



California Online Public Schools

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
California Online Public Schools Southern California	Dr. Richard Savage Superintendent	rsavage@californiaops.org (949) 461-1667

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF 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 public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF 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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
22-23	170.1	89.1	5.9	0.0	0.7	2.7	0	1.6

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)**OPTION 2: Reflection Tool****Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

- 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.**

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts				4		
World Language				4		

Support for Teachers and 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).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

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

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.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to 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 its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners 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 educational partners 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 educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

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

Practices	Rating Scale Number
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

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

- 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.

We are very proud of our weekly contact rate with our students and their families and the progress we have made to ensure all students are building relationships with our teachers and school.

- 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.

We will continue to increase our efforts in our contact rate. This is an area we are dedicated to continuing and improving for students and families.

- 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.

We will continue to find ways to better communicate with our families in their home language through verbal and written communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
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
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.	5

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.

We are pleased with the rate at which we are able to provide families with information and resources to support student learning in the home.

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.

We work hard to partner with caretakers and assist them in taking an active role in their students' education.

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.

We will continue to seek better ways to include and inform our families in their home languages at all levels of our program and school.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section 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

Practices	Rating Scale Number
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
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
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.	4
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

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.

We are a very collaborative organization. This is exemplified in this area by the fact that we rate high for seeking input for decision making.

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.

It is important to us that our staff and families know they have a voice, are heard, and actions are taken as a result of their input. We will continue to seek and encourage families and staff to provide us with input.

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.

We are dedicated to engaging all of our families in our school, including our underrepresented families. We take great care to ensure we are providing all of our families with tools and resources that will encourage them to be heard in our school. We will continue to improve these efforts with all of our families, especially our underrepresented students and families.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

For the 24-25 school year, our local climate survey data was collected using the Youth Truth survey, which was administered across grade bands in the 3-5, 6-7, and 9-12 grades. This survey provides a comprehensive snapshot of various aspects of the school environment, allowing us to assess student perceptions and experiences across different themes.

The overall scores for all students, as well as available student group scores, are as follows:

High School:

Engagement: 92%

Challenging coursework: 87%

Culture of respect: 94%

Relationships: 79%

College and career readiness: 78%

Middle School:

Engagement: 89%

Challenging coursework: 81%

Culture of respect: 97%

Relationships: 96%

Elementary School:

Engagement: 91%

Challenging coursework: 74%

Culture of respect: 99%

Relationships: 70%

These scores provide a snapshot of student perceptions across different grade bands. It's noteworthy that there are variations in scores across grade levels, indicating areas of strength as well as areas for improvement.

In addition to overall scores, we have conducted an analysis of a subset of specific items on the Youth Truth survey. For example, we have examined data related to themes such as engagement, challenging coursework, culture of respect, and relationships. This analysis allows us to gain deeper insights into specific aspects of the school climate and identify targeted strategies for improvement.

Overall, the local climate survey data collected through Youth Truth and additional data collection tools allow us to assess the school climate comprehensively, identify areas of strength and growth, and implement targeted interventions to create a positive and supportive learning environment for all students across grade bands.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results from the 2024-2025 Youth Truth survey highlight what's working well at California Online Public Schools, along with a few key areas to strengthen.

Strengths:

Culture of Respect

Students across all grade levels report feeling respected and safe. Scores were especially strong in elementary (99%) and middle school (97%), showing a consistently positive school culture.

Challenging Coursework

High school students (87%) and middle school students (81%) feel challenged by their coursework, which reflects strong academic expectations and curriculum design.

Student Engagement

Engagement was high across the board—92% in high school, 91% in elementary, and 89% in middle school—indicating students are generally involved and interested in their learning.

Growth Areas:

College and Career Readiness

While 78% of high school students feel prepared, there is room to grow. Expanding career exploration, college planning, and dual enrollment opportunities will help better prepare students for life after high school.

Relationships (Elementary and High School)

Relationship scores were very strong in middle school (96%), but lower in elementary (70%) and high school (79%). There's a need to focus on building stronger connections between students and staff, especially at those levels.

Needs:

Academic Challenge in Elementary

Only 74% of elementary students reported that their coursework feels challenging. This shows a need to raise expectations and increase engagement with more rigorous, age-appropriate tasks.

Relationship Building in Elementary

The low relationship score in elementary school suggests a need for more activities that promote connection, like social-emotional learning, group work, and stronger teacher-student interaction.

Conclusion

Overall, the survey data show that students feel respected and engaged, especially in middle and high school. To keep improving, we will focus on building strong relationships in elementary and high school, increasing rigor in the younger grades, and continuing to grow our college and career readiness efforts.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the analysis of the local data and the identification of key learnings from the Youth Truth survey for the 24-25 school year, we have determined the need for changes to existing plans to address areas of need and promote continuous improvement within the school climate. These changes include revisions, decisions, and actions aimed at enhancing student engagement, college and career readiness, and overall school climate.

Enhancing Student Engagement:

- Incorporate a variety of instructional strategies to increase student engagement, such as project-based learning and cooperative learning activities.
- Promote Live Class engagement and interaction at all grade bands
- Creating flexible learning environments that accommodate diverse learning styles and preferences.

Improving College and Career Readiness:

- Refine college and career readiness programs that provide students with guidance on college exploration, application processes, financial aid options, and career pathways.
- Enhance counseling services to provide personalized support and guidance for students as they navigate post-secondary options.
- Strengthening partnerships with community organizations and agencies to provide resources and support for students and families in their college and career planning efforts.

Continued Emphasis on Positive Relationships:

- Enhance regular contacts and surveys to assess student perceptions of teacher-student relationships and school climate, with a focus on continuous improvement.
- Promote opportunities for meaningful student voice and input in school decision-making processes, such as School Advisory Committee meetings.

These changes reflect our commitment to using data-driven decision-making processes to inform continuous improvement efforts and ensure that all students have access to a safe, supportive, and engaging learning environment. By addressing areas of need identified through the analysis of local data, we aim to promote academic success and social-emotional well-being for all students.

Access to a Broad Course of Study (LCFF Priority 7)

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. (response limited to 1,500 characters)

California Online Public Schools uses several locally selected measures and tools to monitor the extent to which all students, across grade spans, unduplicated student groups, and students with exceptional needs, have access to, and are enrolled in, a broad course of study. Course offerings are reviewed annually to align with staff credentialing, student interests, and academic needs. These offerings are also submitted to the Board for annual review and approval.

The online nature of our school allows for increased flexibility and access, as students are not limited by physical classroom schedules or locations. This ensures that all courses are virtually accessible to all students at any point during the school year.

To support high school students, particularly those at risk of falling behind, the school has implemented targeted programs such as Project Success, an internal credit recovery initiative. During the 2023–2024 school year, students in this program achieved an average course pass rate of 96%, a success rate that continued into the first semester of 2024–2025. In addition, since 2020, the school has operated its own in-house summer school program. This program was established to improve upon the outcomes of prior third-party summer options, which averaged a 50% pass rate. In contrast, the in-house program achieved a 73% pass rate in Summer 2024.

These measures reflect a strategic, data-informed approach to ensuring equitable access to a broad course of study for all students, while also proactively addressing graduation rates and learning loss.

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)

This measure is not applicable in terms of site-to-site comparisons, as each charter within California Online Public Schools operates as a single-school-site Local Educational Agency (LEA). However, within each school, all students have equitable access to a broad course of study, including the full range of curriculum and instructional tools. Each student is supported with an individualized academic program tailored to their educational needs, ensuring access to diverse learning opportunities across grade levels and subject areas.

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)

While California Online Public Schools is committed to offering a broad and diverse course of study, certain barriers may impact the availability of specific courses. Two primary factors influencing course offerings are teacher credentialing and student interest. In some cases, courses may be removed from the catalog due to low enrollment or lack of student demand. Additionally, when a teacher with a specialized credential departs, the school makes every effort to recruit a qualified replacement. If a replacement is not available within the school year, staff work closely with affected students and their families to identify appropriate alternative courses. This level of individualized support is particularly critical at the high school level, where course selection can directly impact graduation and college readiness.

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)

In response to our review of local data and tools, the high school electives department and counseling team collaboratively developed an informational electives website. This resource includes detailed course descriptions and guidance to help students make informed decisions about their elective options, supported by individualized counseling. Coupled with the student course selection form, this ensures equitable access to the full range of available high school electives.

As a virtual school, we also leverage a diverse selection of online curriculum vendors—such as FlexPoint, Edmentum, and CodeHS—to offer a wide breadth of engaging and rigorous elective courses. Furthermore, California Online Public Schools has established a College and Career Access Pathways (CCAP) Partnership Agreement with Saddleback College, expanding access to online dual enrollment opportunities for all high school students.