



## Local Performance Indicator Self-Reflection

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

The 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. 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- 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.

### Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

## **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 at a regularly scheduled meeting 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 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 a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to 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 at a regularly scheduled meeting 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting 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 at a regularly scheduled meeting 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 misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	19	1.7
Vacant Teacher Positions	1	0.0009

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

**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			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

**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)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

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

**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
Career Technical Education			3		
Health Education Content Standards		2			
Physical Education Model Content Standards		2			
Visual and Performing Arts		2			
World Language		2			

**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			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered		2			

**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.**

The self-reflection tool was completed by members of school leadership teams (Principals and Elementary/Secondary Chairs) and Educational Services team in Spring 2022.

**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: <sup>1</sup>

- 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):

Rating Scale (lowest to highest) -

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



Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		2			
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.			3		

**Building Relationships 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 Relationships Between School Staff and Families.

During the 2021-22 school year, staff participated in various trainings including trauma informed teaching and diversifying text. SVUSD provides opportunities for parent-teacher conferences two times a year at the elementary level. Some schools have transitioned fall conferences to earlier in the school year, so that the conferences are focused on goal setting for the year instead of an exclusive focus on report cards. School sites have stressed the importance of the AERIES Family Portal as a critical tool to monitor student progress.

2. 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.

Continued work to engage parents with additional opportunities for parent education remains a priority along with the implementation of a Multi-Tiered System of Support with inclusive educational policies and procedures. Coordinating the work of our Bilingual Parent Advocates and Community Liaisons is also a key focus to leverage resources in order to build stronger partnerships with parents and bridging our gaps with underrepresented families. SVUSD needs to continue with our work in diversity, equity, and inclusion. Additionally, we need to create additional opportunities for families to provide feedback for continuous improvement.

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 Relationships Between School Staff and Families.

Continue to use Title I Parent surveys to identify areas of focus and growth. Provide Zoom and in person meeting options for all our meetings. Increase our translating and interpreting capabilities to include under-represented languages. Unify communication tools (e.g. Bloomz) which automatically translates information to preferred language. Increase contact between Bilingual Parent Advocates or Community Liaisons with parents to include personal reach out efforts adding a more personal touch for ELAC and other events. Offer family picnic options during the school year. Find opportunities to celebrate our rich variety of multilingualism. Encourage more positive phone calls home to families. Provide parent workshop opportunities at every trimester. Build capacity for staff to help increase PBIS information to parents, even have a parent representative voice with PBIS. Continue child supervision for Back to School Night and other events. Coordinate a College Visit for EL families. Possibly have busing available for families to attend Back to School Night and Showcase especially for school serving high populations of unduplicated student groups. Expand and "market" ELAC meetings. Be strategic about the scheduling of meetings during the day to optimize parent participation. Develop PTA membership campaigns to emphasis ownership of "our school" mentality.

**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):

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.			3		
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.			3		
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.			3		
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.		2			

**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.

During the COVID-19 pandemic and ensuing restrictions, families were restricted from part of school recognition assemblies and events for a good portion of the year. However, as restrictions have lifted, school events including end of the year promotions and graduations were able to return. Many schools offer a variety of parent education nights with a full range of topics, which are conducted in English and Spanish as appropriate. SVUSD has worked to improve communication with the eNewsletter, School News, and active social media accounts to promote activities at school sites and the district in an array of mediums. Schools are also communicating any correspondences and announcements in English and Spanish. All schools have active PTA/PTSO/PTO to engage parents in their respective schools. SVUSD is strong in providing meeting opportunities to parents to meet and talk about their student. A number of elementary schools have transitioned from end of the trimester parent conferences to Goal Setting Conferences to begin yearly communication at the start of the school year. It is a promising practice that can be supported district-wide. SVUSD also does a great job in providing multilingual families with information on how to support their student at home, but we may wish to find more ways/areas as a district for all homes.

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.

During 2021-22, school administrators participated in equity mindset professional development. In 2022-23, this professional development will be expanded to school leadership teams, which will support building partnerships for student outcomes. The District will continue to establish communication protocols and methods for families to seek support. Important parent resources will be available in multiple languages.

- 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.

The return of student celebrations will be critical invitations for our families to be active participants in celebrating their student or school programs. The District needs to ensure that it supplies needed school supplies are available for all parents. Schools can provide theme parent night based on school programs like AVID or IB. During events, ensure that there are childcare options that are available to all families, so that childcare is not a barrier for parent participation. In our schools with high levels of poverty, provide transportation to and from our school for all events including childcare, food and prizes. Encourage teachers to participate in parent events, which will encourage families and strengthen partnerships. Ensure schools follow up with families who don't attend schedule a meeting and provide multiple ways/times to meet. Implement School Attendance Review Team (SART) with the GOAL of communicating the importance of regular on time attendance with families. When possible, combine parent workshops with Community Nights and Fun Activities.

### 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):

Rating Scale (lowest to highest) -

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

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

### Seeking Input for Decision-Making 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 Seeking Input for Decision-Making.

SVUSD has multiple opportunities for parents to provide input for decision making. At the school site level, each school has a PTA/PTO/PTSO to provide input for a host of site level decisions. All schools have a School Site Council and schools with more than 15 English learners also have English Language Advisory Committees to engage parents within those specific subject matter jurisdictions. At the district level, the Superintendent has convened a Superintendent's Parent Advisory group to provide input and a voice directly with our superintendent. The District English Language Advisory Committee is actively seeking parent input through the committee's work and

responsibilities. The South Orange County SELPA Community Advisory Committee also seeks parent input for families with students with disabilities and provides vital input into the district's special education programs. These various avenues bring more awareness and understanding to parents about their child, the importance of their child's education, and ways to get involved. Developing these groups remains an area of focus. An area of focused improvement would be to increase parent participation in all of those activities and to find better ways to bring them in as part of these groups.

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.

An area of focused improvement would be to increase parent participation in all parent input/participation avenues like DELAC and SELPA Community Advisory. At school sites, we need more parent participation in PTA/PTSO, SSC, and ELAC meetings. In addition, more communication to increase parent understanding of each advisory group and the work that is being done. Increase recruitment for all groups and provide regular/flexible meeting times and dates.

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 need to celebrate Reclassified Fluent English Proficient (RFEP) students with recognition events or ceremonies. Ensure that events are scheduled with flexible time and options so that they are open for all. Consider developing a parent/community newsletter site as a central repository for parent information.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

LCAP Goal 1 is for each school to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success. It was developed as a broad goal to capture elements that contribute to student engagement including school climate. Our school climate data will involve two primary metrics, the California Healthy Kids Survey and the Panorama Social Emotional Learning surveys which will drive our MTSS work with social emotional learning and provide holistic whole-child support for our students. Each of the actions for Goal 1 are intended to align to the various metrics and monitor our progress in making a difference for students. All school sites have aligned their respective School Plan for Student Achievement to these broad LCAP goals to ensure alignment of focus, resources, and efforts across our K-12 system.

We participated in the California Healthy Kids Survey in the Spring 2021-22 school year. In responding to questions about their sense of connectedness to school, students level of connectedness ranged from 55-75%: Grade 5 - 75%; Grade 7 - 62%; Grade 9 - 57%; Grade 11 - 55%. Elementary students in grade 5 were asked do you feel safe at school? 96% of students indicated they feel safe most of the time or all of the time. At the secondary level, students were asked how safe do you feel when you are at school? Students in the following grades indicated they were either very safe or safe: Grade 7, 61%; Grade 9, 59%; and Grade 11, 55%.

In the 2021-2024 LCAP, there have been additional metrics including the use of Panorama Surveys are used to collect and measure social-emotional learning. According to Spring 2022 Panorama results elementary students who responded positively about sense of belong was 66%, engagement 63%, and and self-efficacy 60%. Secondary students who responded positively about sense of belonging was 42%, engagement 28%, and self-efficacy 48%. Additionally, there are specific actions that are planned for implementation including the positive behavior intervention system, Second Step curriculum, and the expansion of the district counseling program to support students' school connectedness and perceptions of safety.

### 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)
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)
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)
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)

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Our SVUSD Local Control and Accountability Plan (LCAP) Goal 2 focuses on Access to a Broad Course of Study. LCAP Goal 2 metrics include: completion of UC/CSU “a-g” college entrance requirements, cohort graduation rate for all students and subgroups, students enrolled in a Career Technical Education (CTE) Pathway, and Advanced Placement (AP) exam results, K-12 AVID program completion, Visual and Performing Arts Course completions.

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

#### LCFF Priority 7: Access to a Broad Course of Study

##### \* Visual and Performing Arts Course Completion

During the 2020-21 school year, the Elementary Music program was offered asynchronously to all 4th through 6th graders. At the Intermediate level, there were slight less students participating in VAPA courses from 2,465 to 2,421. There was also a decrease at the high school level from 3,815 to 3,639.

\* Dual Enrollment - College Course Completion

During the 2020-21 school year, we saw more students using dual enrollment options which more than doubled the completing college courses (133 to 321). Through a partnership with Saddleback College, SVUSD Virtual Academy offered all students the opportunity to earn a certificate in Business or Cybersecurity. This accounts for the major increase in dual enrollment.

\* AVID Course Completion or Elementary AVID School Wide

During the 2020-21 school year, we saw more students participate in the AVID program at the high school level district wide. The increase was predominantly due to Trabuco Hills High School offering an AVID 101 introductory course.

LCFF Priority 8: Outcomes in a Broad Course of Study

\* A-G Completion Rate

In the Class of 2021, our graduates increased their A-G completion rate from 46.4% to 52.6%. This same increase also includes our English Learners 11.5% to 17.2%, Socioeconomically Disadvantaged from 27.0% to 38.6%. 435 students (6.5%) completed a Career Technical Education (CTE) pathway, which remained relatively stable from 19-20 figures (453 students, 6.6%). One of the greatest increases was seen in the percent of students that completed both A-G and a CTE pathway (67.1% from 42%).

\* College Board Advanced Placement (AP) Administration

Although there was a drop in the AP pass rate from 76% in 2020 to 65%. The secondary model of instruction during the 2020-21 school year, due to the pandemic, was a hybrid offering, which limited the instructional time for students. In 2021, there is still a lot to be proud of!

During the 2020-2021 school year, 2,014 AP students took 3,424 AP exams (average AP student took 1.7 exams). 22.8% of high school students participated in the AP program. 36.6% of the seniors scored 3 or higher on at least one AP Exam at any point during high school. Scholar Award Highlights include 46 AP Capstone Diplomas Awarded (exclusively at El Toro High School), 289 AP Scholars (granted to students who receive scores of 3 or higher on three or more AP Exams), 125 AP Scholars with Honor (granted to students who receive an average score of at least 3.25 on all AP Exams taken, and scores of 3 or higher on four or more of these exams), and 193 AP Scholars with Distinction (granted to students who receive an average score of at least 3.5 on all AP Exams taken, and scores of 3 or higher on five or more of these exams).

\* Graduates earning State Seal of Biliteracy or Golden State Seal Merit Diploma

We did see a slight decrease in the number of students that earned the State Seal of Biliteracy from 18.8% to 15.3%. The slight decrease was also seen in the number of graduates earning the Golden State Seal Merit Diploma from 39.9% to 37.5%. Given the nature of the pandemic and the instructional model during the 2020-21 school year, these minimal decreases are not surprising.

\* World Language Enrollment

There was a slight increase in the percent of high school students enrolled in World Language courses from 49.3% in 2019-20 to 49.6% in 2020-21.

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

Barriers continue to be disproportionality related to the outcomes for our unduplicated students. Our LCAP is intentionally designed to systematically increase and improve the services for our unduplicated students.

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

Actions and services in our current LCAP plan to support access to a broad course of study include: development and implementation of an effective Multi-Tiered System of Supports (MTSS) prevention/intervention program, incorporating support for struggling readers grades with the SV Reads initiative, implementation of iReady Diagnostics in Reading and Math, reading universal screener in grades K-6; expansion of social emotional learning curriculum and training for teachers; expansion of behavioral training for teachers and administrators; providing an effective College & Career Readiness infrastructure with counselor and guidance staff; increased access to, and awareness of, "a-g" approved courses and increased number of "a-g" course offerings; site-based support for unduplicated student subgroups; expansion of student learning opportunities via alternative & specialized programs (our virtual academy school and magnet programs); and increasing CTE program completers.

