



2024-25 Local Performance Indicator Self-Reflection

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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
2022-23	1049.1	91.2%	1.1%	0.1%	2.5%	5.0%	0.1%	0%

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)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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			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					5
Health Education Content Standards		2			
Physical Education Model Content Standards			3		
Visual and Performing Arts			3		
World Language			3		

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			3		
Providing support for teachers on the standards they have not yet mastered			3		

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

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.

In the 2023-24 school year, our team has made significant strides in strengthening the relationships between our school staff and families. Educators across the district engaged in numerous training sessions on culturally proficient practices, social-emotional learning, and addressing the unique needs of all students. These trainings were part of our professional learning community (PLC) and various district-wide educational enhancements.

At the elementary level, we continue to offer parent-teacher conferences twice a year. Notably, some of our schools have moved their fall conferences earlier in the academic year. This change aims to focus these meetings on setting positive goals for students right from the start, rather than solely discussing grades.

We've also emphasized the importance of the AERIES Family Portal, an essential resource for parents to stay informed about their child's academic progress. Additionally, we introduced ParentSquare, a communication platform that allows us to reach out to families in their preferred languages, ensuring everyone stays connected and informed about their child's schooling experience.

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.

While SVUSD's self-reflection showed improvement in all areas, partners rate "progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children" lower than other areas. In combination with the open-ended responses and the SVUSD Parent Survey, it emphasizes the desire of our educational partners for a more welcoming and inclusive district and school climate.

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.

To better engage underrepresented families and build strong relationships between families and our school staff, we are implementing several strategies:

- **Convenient Meeting Options:** We will offer both Zoom and in-person options for our meetings to make participation easier for everyone.
- **Enhanced Communication:** Using the ParentSquare platform, we will ensure all school communications are accessible in the languages our families prefer. We are also improving our translation and interpreting services to improve communication.
- **Community Liaisons:** Our Community Liaisons are increasing their direct outreach, adding a personal touch to our communication efforts, especially during events like English Learner Advisory Committee (ELAC) meetings.
- **Inclusive Language:** We are shifting our terminology from "English learners" to "multilingual learners" to reflect our commitment to inclusivity.
- **Positive Interactions:** We are encouraging our staff to make more positive phone calls home to celebrate students' successes and provide regular parent workshops every year.
- **Child Supervision:** To further support our families, we will explore offering child supervision during events like Back to School Night.
- **Thoughtful Scheduling:** We will be mindful of when we schedule our meetings to make participation easier for everyone.

Additionally, we will continue using the Title-I Parent Survey to identify key areas for growth and improvement. Through these efforts, we hope to make every family feel valued and connected to our school community.

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.	4
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.	3

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.

SVUSD is making significant strides in fostering strong partnerships with families to support student success. We are pleased to share that many of our schools host parent education evenings, covering a wide range of topics, with presentations available in both English and Spanish to accommodate our diverse community. To keep our families well-informed and engaged, we utilize various communication tools. These include our eNewsletter and School News, along with a robust social media presence that highlights activities and news from both the district and individual schools.

Additionally, we employ the ParentSquare platform to send out timely announcements and correspondence in English and Spanish, and it can also translate messages into any preferred language to ensure all families have access to important information.

Our schools boast active Parent Teacher Associations (PTAs) or similar organizations, which play a crucial role in connecting parents with the happenings at their children's schools. Recognizing the importance of early engagement, several of our elementary schools have shifted from traditional end-of-trimester parent conferences to Goal Setting Conferences held earlier in the year. The adjustment allows parents and teachers to discuss and set achievable goals for students right from the start of the term.

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 2023-24, site leadership teams continued studying, reflecting, and planning school strategies using the tools of Cultural Proficiency in order to build a school climate that is welcoming and inclusive. The District will continue to establish communication protocols and systems. In 2023-24, SVUSD launched the use of the ParentSquare platform as a way to reach families in their preferred language. Supporting families to "understand and exercise their legal rights and advocate for their own students" lag behind measurement for building partnership. This is an area for improvement in 2024-25.

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.

Based on feedback from our community and local data, we have identified several ways to improve engagement with underrepresented families and build strong partnerships for student success:

- **School Supplies:** We are committed to ensuring all students have the necessary school supplies, so no child is left without what they need to succeed.
- **Family Nights:** We host engaging family nights centered around programs like AVID and IB. To make it easier for all parents to participate, we offer childcare during these events as much as possible.
- **Overcoming Barriers:** We are actively seeking new ways to overcome common obstacles such as transportation, scheduling conflicts, technology, and communication challenges to make family involvement more accessible.
- **Teacher Involvement:** Our teachers are encouraged to attend family events to build stronger connections between families and schools.
- **Flexible Meeting Options:** For families unable to attend important meetings, like goal-setting conferences, we provide multiple options to accommodate different schedules and needs.
- **Appealing Workshops:** We are making our parent workshops more appealing by incorporating them into community nights filled with enjoyable activities.
- **Community Liaisons:** Our school community liaisons play a crucial role in connecting families with essential district and community resources, ensuring that every family has the support they need to thrive.

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
1. 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
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
3. 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
4. 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.

SVUSD offers many ways for parents to get involved and have a say in school decisions. Each school has a PTA/PTO/PTSO where parents can help make decisions that affect their child's school. Schools also have a School Site Council, and those with more than 15 English learners have special committees for parents to provide input.

At the district level, our superintendent meets several times a year with a Parent Advisory Group that helps shape the direction of our schools. Additionally, the District English Language Advisory Committee welcomes parent feedback to help improve programs for English learners. For families with children in special education, the South Orange County SELPA Community Advisory Committee is a valuable resource for contributing to and understanding our special education efforts.

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.

To enhance the ways we seek input for decision-making, we're focusing on making it easier for families to participate in important advisory groups such as the School Site Council, District English Learner Advisory Committee (DELAC), and Special Education Local Plan Area (SELPA) Community Advisory Committee. We aim to improve how we communicate about the roles and activities of each group, ensuring that all parents understand the valuable work being done. Additionally, we are working to expand our recruitment efforts for these groups and plan to offer more flexible meeting times and dates to accommodate the diverse schedules of our community members. This initiative will support and strengthen our commitment to inclusive and effective family engagement in our schools.

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.

In response to the goal of enhancing engagement with underrepresented families, we are committed to continuously celebrating students who have achieved Reclassified Fluent English Proficient (RFEP) status through special recognition events and ceremonies. To ensure that these events are accessible to everyone, we will offer them at various times and provide multiple options for family participation.

Additionally, we have utilized the ParentSquare platform to facilitate communication in languages preferred by our families, which has proven effective. Our school community liaisons have also played a crucial role in connecting underrepresented families with our schools and district resources. By increasing our investment in these liaisons, we aim to strengthen these vital connections and support our ongoing engagement efforts.

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.

In the Spring 2024 Panorama Survey on Social Emotional Learning, students in grades 3-12 shared their feelings about school. While younger students generally felt a stronger sense of belonging and engagement, these feelings decreased significantly in older students. The survey highlighted that English Learners, students with disabilities, African American, and Hispanic/Latino students often felt less included and engaged compared to their peers. This data will guide our efforts to create a more inclusive and engaging school environment for all students.

Panorama Survey on Social Emotional Learning: School Perception Spring 2024

Gr 3-6:

Sense of Belonging

- All = 67%
- English Learners = 66%
- Students with Disabilities = 67%
- African American = 61%
- Hispanic/Latino = 67%

Engagement

- All = 62%
- English Learners = 57%
- Students with Disabilities = 59%
- African American = 57%
- Hispanic/Latino = 60%

Gr 7-12

Sense of Belonging

- All = 45%
- English Learners = 41%
- Students with Disabilities = 46%
- African American = 41%
- Hispanic/Latino = 42%

Engagement

- All = 30%
- English Learners = 30%
- Students with Disabilities = 32%
- African American = 31%
- Hispanic/Latino = 28%

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.

Our data indicates a moderate sense of belonging in the younger grades, with a notable decline as students progress to higher grades, particularly marked in grades 7-12 where both sense of belonging and engagement drop significantly. However, English Learners, African American and Hispanic/Latino students consistently report lower rates of belonging and engagement across all grades, highlighting a significant area of need for targeted support and inclusion efforts. The data underscores the urgency of addressing the sharp decrease in engagement during the transition from elementary to secondary education and suggests a need for interventions that are sensitive to cultural and linguistic diversity to foster an inclusive educational environment.

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.

To address the identified needs from the SEL survey, our district is implementing a comprehensive approach by integrating culturally proficient, welcoming, and inclusive practices into all facets of our professional development programs. Recognizing the crucial impact of engagement on student success, we are also emphasizing engagement strategies both within the classroom and through school-wide practices. This dual approach ensures that all educators are equipped to create a welcoming and supportive learning environment and also with effective strategies to actively engage every student. By focusing on these areas, we aim to increase sense of belonging and engagement across all student groups, particularly for our English learners, African American, and Hispanic/Latino students who were identified as facing the most barriers to engagement and sense of belonging.

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)

Our SVUSD Local Control and Accountability Plan (LCAP) Goal 3 focuses on Access to a Broad Course of Study. LCAP Goal 3 metrics include: completion of UC/CSU “a-g” college entrance requirements, cohort graduation rate for all students and significant student groups, students enrolled in a Career Technical Education (CTE) pathway, student outcomes in Advanced Placement (AP) courses as measured by AP exams, K-12 AVID enrollment, and Visual and Performing Arts Course completions.

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)

During the 2023-24 school year, our district saw strong enrollment in a broad course of study. A total of 3,345 students took part in World Language courses, and 3,220 students were enrolled in Career/Technical Education (CTE) courses.

At the elementary level, every student from kindergarten through sixth grade participates in the Visual and Performing Arts (VAPA) program. This commitment continues through our middle and high schools with 1,992 students in grades 7-8 and 3,442 students in grades 9-12 respectively engaged in VAPA courses. This ensures that all students have opportunities to explore their creative talents.

Additionally, the AVID program, designed to boost college readiness, particularly for our low-income students, engaged 149 students in grades 7-8 and 311 students in grades 9-12. Our dual enrollment initiative, which allows

students to take college-level courses, also had 752 out of 7,954 high school students successfully completing such courses this year. These figures highlight our district's dedication to providing educational programs that not only enrich the students' learning experience but also prepare them for a variety of future opportunities.

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)

Our foster youth, English learners, and low-income students face increased barriers to a broad course of study. For instance, the need to meet English language proficiency requirements can limit their time for elective courses that are available to other students. Our LCAP is intentionally designed to systematically increase and improve the services for our diverse learners. By implementing a culturally proficient Multi-Tiered System of Supports (MTSS) framework, we aim to accelerate learning and broaden student access to various courses of study.

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)

Our Local Control and Accountability Plan (LCAP) includes several actions and services to ensure all students have access to a wide range of courses and learning opportunities. To remove barriers to student learning, we are developing and implementing a strong Multi-Tiered System of Supports (MTSS) framework across all programs. This includes the SV Reads initiative, which focuses on reading instruction and intervention, and a comprehensive assessment system used across all schools to monitor student progress.

We are also expanding our social-emotional learning curriculum and providing additional training for teachers to better support students' emotional well-being. Teachers and administrators learn how to set behavior expectations proactively and respond to unexpected behaviors in constructive ways.

To better prepare students for future careers and college, we are enhancing our College & Career Readiness programs with more guidance staff and resources. We are increasing the number and awareness of "a-g" approved courses required for admission to California state universities.

We are also targeting support to enhance learning opportunities for foster youth, English learners, and low-income students. This includes additional support at individual schools, as well as specialized programs like AVID, dual language immersion, our Virtual Academy, and magnet programs. Lastly, we are working to increase the number of students completing Career Technical Education (CTE) programs to equip them with valuable job skills.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					