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 a LEA to:

- Annually measure its progress in meeting the requirements of the specific 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 LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are 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 stakeholders 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 stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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	0	0
Vacant Teacher Positions	0	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

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)			3		
Mathematics – Common Core State Standards for Mathematics				4	
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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
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		

Recently Adopted Academic Standards and/or Curriculum Frameworks

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			3		
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			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.**

During the Spring of 2021, we revised the descriptors that emphasized the multi-faceted implementation process. The self-reflection tool was completed by members of school leadership teams and Educational Services in Spring 2021.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders 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 stakeholders 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.

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3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice 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

4. Write a brief response to the prompts following each of the three sections.

5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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. 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.

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Building Partnerships for Student Outcomes

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
1. 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		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. 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		
4. 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			

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

SVUSD has made a great deal of progress in building relationships with families. Prior to the COVID-19 pandemic and ensuing restrictions, families were a part of school recognition assemblies and events. Many schools offer a variety of parent education nights with a full range of topics, which are conducted in English and Spanish as appropriate. Looking to the future as restrictions are lifted, we anticipate those activities resuming. This year, more than ever, SVUSD has reached out to families who are in need. 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 EL families with information on how to support their student at home, but we may wish to find mores ways/areas as a district for all homes.

Seeking Input for Decision Making

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
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.			3		
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.			3		
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.			3		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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.

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 Fall of the 2019-20 school year. In responding to questions about their sense of connectedness to school, students level of connectedness ranged from 62-76%:
Grade 5 - 76%;
Grade 7 - 69%; Grade 9 - 65%; Grade 11 - 62%. Elementary students in grade 5 were asked do you feel safe at school? 82% 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, 72%; Grade 9, 67%; and Grade 11, 64%.

In the 2021-2024 LCAP, there have been additional metrics including the use of Panorama Surveys that will be used to collect and measure social-emotional learning. 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.

The cohort graduation rate for the class of 2020 was 90.9%. In 2019-20, 1,735 students were enrolled in a CTE Pathway, including 1,304 CTE Concentrator, and 453 CTE Capstone. In the 2019-20 school year, there was a 5.6% increase in the number of AP Students (compared to 2018-19); a 10% increase in the number of AP exams (compared to 2018-19); 25.5% of high school students participated in the AP program; and 37.8% of the seniors scored 3 or higher on at least one AP Exam at any point during high school. Additional evidence of students being provided access to a broad course of study includes all subjects included on elementary report cards, elementary pacing calendars for all subjects, and all subjects documented in elementary and secondary school schedules. Access continues to be a focus and we are pleased that access has continued to increase.

3. Identification of any barriers preventing access to a broad course of study for all students.
Barriers continue to be related to identifying the best use and implementation of limited resources (staff, support staff, time, funding, etc.).

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.