

# 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	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

### 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

SUHSD will continue to select, create, and support implementation of curricular materials aligned to Common Core, ELD Standards, Next Generation Science Standards, CA History/Social Science Framework, CTE standard-aligned curriculum, Health Education, Physical Education, VPA and World Language.

- **ELA:** In English Language Arts, we will continue to conduct an intensive reading program self-study to gauge and improve upon the efficacy of our reading intervention system. In the area of English course curriculum, English course teams will also receive support to align year-long course scopes/sequences and to analyze data from end-of unit assessments for CCSS-aligned instructional units.
- **ELD:** For English Language Development, we will continue to support effective implementation of the textbook adoption at the ELD 1 and 2 levels, aligning to a scope and sequence developed from the CA ELA/ELD Framework and developing pre- and post- assessment. Having developed curricular units at the ELD 3 level, we will continue to provide strong support for Designated English Language Development, as well instruction in mainstream ELA standards. We 2023-24 Local Control and Accountability Plan for Sequoia Union High School District Page 29 of 123 Action # Title Description Total Funds Contributing will continue to implement an updated EL Master Plan which includes a focus on curriculum, assessment, professional development, course pathways, and student services for English Learner students. Finally, we will pursue the development of Spanish-language literacy courses in order to build literacy for English learners reading below grade level in their home language.
- **Math:** In the area of math, we will continue to invest in a math initiative launched in January 2019, designed to align instruction to the balanced definition of mathematical rigor under the Common Core, and to provide access to A-G pathways for all students in 9th grade. Specifically, we will provide professional development and in-class coaching aligned to Math Initiative instructional approaches. We will also measure progress using course-specific benchmarks and yearly \$692,740.00 Yes X 2023-24 Local Control and Accountability Plan for Sequoia Union High School District Page 28 of 123 Action # Title Description Total Funds Contributing interim comprehensive assessments. We are supported in our math initiative by two consulting groups.
- **Science:** We will continue to support the implementation of Next Generation Science Standards-aligned curriculum, exploring a textbook adoption. In the absence of quality standards-aligned published texts, we will pursue course team collaboration, including structured opportunities such as the Stanford NGSS Alignment Project (SNAP). We will also support supplementary curriculum resources, such as Gizmos, and the implementation of open source curricular materials, including those of Next Gen Science Innovations.
- **History-Social Science:** In the area of social studies, we are shifting the course pathway for students in order to offer courses with greater relevance and alignment to the CA-HSS Framework. Having launched a new 9th grade Ethnic Studies course in the 21-22 school year, we will continue to provide professional development opportunities for Ethnic Studies teachers. We will also develop curriculum for the Ethnic Studies EML course. We will also invest in revamping the 10th grade World Studies curriculum, a course that had previously been taught for three quarters at the freshman level.
- **CTE:** In Career Technical Education, the District will continue to build our CTE pathways in alignment to the 11 Elements of High-Quality CTE programs, including standards-aligned curriculum.
- **Health Ed.:** is a quarter long living skills class during which most of the Health Education Content Standards are covered. The District's Health Ed. Coordinator works with teachers, counselors and nurses to ensure that remaining standards are covered and the District uses student survey results to assess the effectiveness of the curriculum. We are in the process of updating materials to meet upcoming changes in the standards.
- **PE:** PE is working on data driven, standards aligned collaboration to inform instruction.
- **VPA:** Visual and Performing Arts departments are in the process of determining how to utilize the state's new VPA grant money to best support academic standards.
- **World Language:** World Language is working on understanding the Seal of Biliteracy as it relates to curriculum and the standards.

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

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

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

**3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

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

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

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest) -

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

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

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

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

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

#### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

In addition to the curriculum alignment to the CCSS, NGSS and CA HSS framework, the District has focused on supporting instructional that sign with shifts towards rigor and engagement in all content areas. Professional development is offered through several structures including two all-staff PD days, a Teacher Orientation Week, a June PD Institute, and afternoon PD throughout the year. In the 2022-23 school year, 336 professional development sessions were offered, with over 3,787 attendance confirmations. Additionally, in order to ensure that all students have access to standards-aligned content, a major focus of professional development has been on integrated ELD strategies, in particular student discourse. Approximately 50% of SUHSD staff have participated in a 5-day institute focusing on embedding language support in content area instruction.

## 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.				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.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

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

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

SUHSD has monthly parent meetings at all sites in English and Spanish. In addition, also in English and Spanish, parent workshop series are offered throughout the year to further enable families to support their students. Each comprehensive site has a full time Parent Center Coordinator, and the sites and District regularly communicate with families via newsletters, email, phone calls and texts. The District also holds community engagement nights to give families the opportunity to give feedback on our strengths and areas for growth. These inform our LCAP. Annually, the District surveys parents and guardians to learn what they experience as our strengths and areas for growth in building positive relations between staff and families. The results of our progress can be found below.

- 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.

In 2022-23, 2,071 parents/guardians responded to the District survey. Below are the findings that emerged:

- 14% of survey takers had a student with an Individualized Learning Plan while 12% of district students have IEPs.
- There was a slight over-representation of parents/guardians who were not designated English Learners with Els making up 15.3% of the District's students and their parents representing 9% of parent/guardian survey takers.
- There was slight over-representation by parents/guardians whose student attended Carlmont or M-A, but it was mostly representative of enrollment numbers across the District.
- Parents/guardians responded most favorably to the survey statement "Communication with people not from their culture." 84% said it was "not a problem" and 3% said it was a "large" or "very large" problem.
- Parents responded least favorably to the survey statement "I am satisfied with the amount of connection I have with the teachers at my students school." 14% said they were "not at all satisfied", 18% are a "little bit" satisfied
- 35% "somewhat satisfied," 26% said they have "quite a bit" of communication and 7% a "tremendous amount." To this end, end the year to come, communication will be a district goal and a strategic plan will be implemented: part of the goal of which will be to increase communication.

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.

In 2022-23, percents of traditionally under-represented families completing the district survey showed substantial improvement. One reason for that improvement is the District Parent Community Liaison who has helped to further unify the efforts of sites to systematize and enhance our outreach to under-represented families.

## 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

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.			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.				4	

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

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

- There is ongoing focus needed in engaging students to participate eagerly in school.
- Parents would like to be more connected with their children's school staff.
- More focus is needed on supporting groups that qualified for Differentiated Assistance.
- With a new three-year round of LCAP ahead and an out of date Strategic Plan, the time has come for revisiting District goals and measurements.

1. 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.

The District plans to use the year to come to build a Strategic Plan. Along with other resources, this plan will use Dashboard data, Panorama survey results and community engagement evenings to build a plan that includes improved communication and participation in the District's supports and offerings. In parallel, the LCAP will be developed to meet State Dashboard expectations.

2. 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.

In the building of next year's Strategic Plan, there will be a need for parents on the Core Planning Team. The District will ensure that parent groups that are traditionally underrepresented have representatives as a part of this process. In addition, community engagement nights will include opportunities for the District to go into our communities for input. In addition, the Strategic Plan Advisory Team will include significant representation from community partner groups who are working effectively with parents from our underrepresented communities and can help us to improve our percentiles of parent representation.

### 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

<b>Seeking Input</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
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Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			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)**

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.

Each site has a School Site Council (SSC) composed of parents, students, staff, and community members who play an important role in the governance of the schools. In addition, SSC includes a representative from ELAC. Parents members of the SSC participate in the following:

1. Monitor, review, and approve the Single Plan for Student Achievement (SPSA)/WASC;
2. Recommend the approved SPSA/WASC to the SUHSD governing board;
3. Develop and assess the Site Council budget so that it is aligned with the SPSA/WASC;
4. Allocate categorical and discretionary funding budgets that are consistent with the California Education Code (CDE);
5. Measure the effectiveness of improvement strategies;
6. Reaffirm or revise improvement strategies, goals, and expenditures;
7. Guide, advise, and seek recommendations from various advisory committees;
8. Take any other action required by the California Education Code (CDE).

The English Learner Advisory Committee (ELAC) is composed of parents, guardians, and interested community members to represent the needs of English Learners. They are tasked with the following:

1. Review School Plan, and make recommendations to the Principal and School Site Council;
2. Understand and give feedback on a variety of topics ranging from school programs, policies & guidelines, importance of attendance & school participation, academic & graduation requirements, to available resources/activities for students and families.

Each site is continuing to increase parent engagement. Various sites have combined their PTSA and ELAC committees in meetings to create bridges across their school communities

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.

The District needs to continue to work towards input that reflects our demographics. In other words, in a District that is upwards of 40% Latino, our parent feedback and advisory groups should most closely reflect this.

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.

The District will continue to strengthen the Newcomer Center family engagement component and Parent Liaison outreach to parents. It will look to do more going into our communities rather than expecting our communities to come to us. It will seek advice from newly involved parents from underrepresented families about how to recruit and engage other families and monitor what works for further engagement practices.

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

### School Climate (LCFF Priority 6)

(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?

The District uses the California Healthy Kids Survey to analyze school safety and connectedness (school climate). The survey measures student perceptions of school safety and connectedness both at large and within subgroups.

The table below summarizes student responses by grade level and student participation in various instructional models during the 2022-2023 school year.

Takeaways from the 2022-2023 survey include the following:

- 65% of 9th graders and 67% of 11th graders perceive their school to be safe or very safe
- More than half of surveyed students feel connected to their school
  - 66% of 9th graders and 65% of 11th graders felt that teachers at their school treat students fairly
- While the majority of students feel like there are ample supports at their school (55% of 9th and 58% of 11th), a lower percentage of students have meaningful participation at school (28% of 9th and 29% of 11th).

The District uses the California Healthy Kids Survey to analyze school safety and connectedness (school climate). The survey measures student perceptions of school safety and connectedness both at large and within subgroups.

The table below summarizes student responses by grade level and student participation in various instructional models during the 2022-2023 school year.

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- More than half of surveyed students feel connected to their school
  - 66% of 9th graders and 65% of 11th graders felt that teachers at their school treat students fairly
- While the majority of students feel like there are ample supports at their school (55% of 9th and 58% of 11th), a lower percentage of students have meaningful participation at school (28% of 9th and 29% of 11th).

<b>Number of Respondents by Core Model</b>	<b>Grade 9</b>	<b>Grade 11</b>
Final Student Sample	1,689	1,443
<b>Key Indicators of School Safety</b>	<b>Grade 9 %</b>	<b>Grade 11 %</b>
<i>School perceived as safe</i>	65	67
Very Safe	13	16
Safe	52	51
Neither safe nor unsafe	29	29
Unsafe	4	3
Very unsafe	2	2
<i>School Connectedness</i>	62	61
I feel close to people at this school.	64	65
I am happy to be at this school.	60	57
I feel like I am part of this school.	57	54
The teachers at this school treat students fairly.	66	65
I feel safe in my school.	63	63
<i>Total school supports</i>	55	58
Caring adults in school	62	68
High expectations-adults in school	74	77
Meaningful participation at school	28	29

## 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)

The District uses locally selected measures to track the extent to which all students have access to, and are enrolled in, a broad course of study across grades, unduplicated student groups and individuals with exceptional needs. As indicated in the metrics for our 2022-23 Local Control and Accountability Plan, the District tracks the graduation and A-G course completion rates of all students, as well as by subgroup the graduation and A-G completion rates of students who are English learners, students with disabilities, students experiencing homelessness, students who are foster youth and students who are socio-economically disadvantaged. The District uses the California School Dashboard to track our outcomes. In addition, SUHSD has been fortunate to participate in research with the Stanford Sequoia Collaborative, California Education Partners, and the John W. Gardner Center for Youth and Their Communities. In our collaborative work with these organizations, we have been able to conduct research on course-taking patterns within the high schools and take a deeper look at how course-taking patterns impact student outcomes.

We are also working with Comprehensive Coordinated Early Intervening Services (CCEIS) to identify if we have students overidentified for services that may interfere with their completion of A-G.

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)

Results of measures to track student access to and enrollment in a broad course of study indicate that there has been a persistent equity gap in student outcomes when comparing students in various sub-groups throughout the district. For example, while the District's graduation rate for the Class of 2021 was 90.4%, only 61.4% of EL students graduated. Likewise, the District's A-G completion rate for the Class of 2021 was 62.9%, but for our African-Americans graduates it was 35.4%. Latinos were at 41.4%, and Pacific Islanders at 30.2%. Socio-economically disadvantaged students graduated with an A-G completion rate of 37.3%. Most of these same groups struggled to do well on the CAASPP. Our district was identified for Differentiated Assistance for EL Students, who ranked "very low" on the state's CAASPP and in graduation rates, and for our African-American Students who also ranked "very low" on the state's CAASPP and suspension rates (for being too high).

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)

We believe we provide access to a broad course of study as defined by the CDE. However, there are patterns in students with less opportunity for choice doing more poorly on the CAASPP, and having lower graduation and A-G completion rates. EL students take more support classes and, therefore, may have less access to a wider range of electives that for many students makes school more meaningful. Likewise, many of the students in subgroups that struggled to academically meet standards were those who take more support classes, allowing for less choice in their schedules.

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)

This year, the District has worked with its partner districts to standardize EL reclassification criteria. Because reclassified students far outperform their EL peers, it is our hope that this will improve student outcomes. The District has also found other ways to support students while freeing up room in schedules for students to participate more fully in the wide range of courses the District has to offer.

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

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

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]
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					



<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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).					

Coordinating Services	1	2	3	4	5
<p>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).</p>					
<p>3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.</p>					
<p>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.</p>					
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>					
<p>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.</p>					

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.					
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<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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.					