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.

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	
Total Teacher Misassignments	0	
Vacant Teacher Positions	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	

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

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

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				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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

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 Goal #1 of our Strategic Plan, Engage, Educate, Empower, the following key initiatives and tactics are intended to make the classroom more inclusive and engaging in order to ensure students deem the instructional program valuable and relevant. Our theory of action demonstrates the core belief that if classrooms are engaging and welcoming spaces for relevant learning, students will persist through challenges to attend school. These key initiatives and tactics display this fundamental core belief about the connection between high-quality relevant instruction and student attendance: Responsive, Engaging Pedagogy a) Implement Project-Based Learning so that every student experiences at least two project-based units every academic year b) Integrate technology consistently through the adopted blended learning suite c) Provide professional development and support for culturally and linguistically responsive teaching. Personalized and Real-World Learning a) Promote an instructional delivery model that develops the global competencies (i.e. critical thinking, problem-solving, communication, collaboration, and creativity) b) Utilize a multitiered intervention framework for academic and behavioral support c) Offer enrichment experiences to enhance learning outside of the classroom d) Promote and support teaching practices and learning experiences focused on civic engagement.
Our multi-tiered intervention framework for academic and behavioral support outlined in Goal #1 of our LCAP highlights key actions and services associated with truancy, chronic absenteeism, and dropout prevention. As demonstrated in our LCAP, SLUSD aims to reduce obstacles to learning for ALL students. This will be accomplished by meeting the unique social, emotional, and health needs of our students. Services will be offered before, during, and after school, with a focus on health, wellness, restorative practices, and resiliency-building offerings. Tiered services will range from enrichment programming, targeted prevention and intervention services, as well as one-on-one and group behavioral health counseling. The end goal for these Goal #1 actions and services is to improve attendance, improve academic outcomes, increase college and career readiness and support socio-emotional outcomes for SLUSD students.

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.

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.				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	

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.

San Leandro USD hosts several information nights designed to educate families in ways they can support student learning and development. In addition to robust Back to School nights and Open Houses, where families are given feedback and learning pathways for their children, the district has implemented college and career information sessions, math support evenings, and specialized scholarship/financial aid scaffolded events to ensure families feel the extent of wraparound services available to them.

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

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.

San Leandro USD has dedicated resources at every school to build strong relationships with families. Parent facilitators bridge the gap between home and school by consistently providing parent education opportunities, particularly for those who have been historically marginalized. School Smarts Academy, a parent engagement program, exposes a wide range of parents to the big picture of how the education system works and empowers them to maximize the success of their own children and schools. Our ELAC, SSC, and DELAC participation by parent leaders have substantially improved and has become institutionalized structures that promote parent leadership and voice. Currently, we are planning a Parent Learning Institute focused on engaging our underrepresented families, by providing workshops to address college and career resources, parenting skills, health and wellness, and financial literacy.

San Leandro USD has also adopted a two-way communication platform, ParentSquare, which allows families to have more systemic, integrated communication with teachers and school administrators. Embedded translation in the program allows parents to send and receive information in the languages they use at home. Districtwide translation into three languages is a standard operating procedure for information disseminated centrally, but ensuring that practice is echoed at each school site is a targeted improvement area for the current school year.

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.				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.				4	
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	

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.

Communication has been a key focus on the 2020-21 school year, for both students and families. ParentSquare, the district communication platform, has been an efficient and effective means for two-way communication between students and teachers, teachers and families, and administrators and families. The ability to communicate with targeted groups of students, in their chosen language, has been essential in pupil and family engagement and outreach this year.

The divisions of Student and Educational Services have implemented a weekly Family Learning Series that informs, educates, and connects families to information, resources, and each other in service of student learning and wellness. Topics include ways to support students academically and socio emotionally, and we have launched specific series for families of students with IEPs and those with African American students in the district. Translation in Spanish and Chinese is provided for all sessions, ensuring broad access for families in SLUSD.

The number of parents/guardians who responded to the California Healthy Kids Survey was almost doubled from 804 for SY 2019-2020 to 1,580 for SY 2020-21. San Leandro USD's parent facilitators have bridged the gap between home and school and consistently provide parent education opportunities, particularly for families to actively participate in the decision-making process. Our ELAC, SSC, and DELAC participation by parent leaders have substantially improved and has become institutionalized structures that promote parent leadership and voice.

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?

San Leandro Unified School District (SLUSD) conducts the California Healthy Kids Survey (CHKS) every year to identify major programming needs. The CHKS is part of the California School Climate, Health, and Learning Survey System, which provides schools and districts with critical information about their learning and teaching environments. It is administered to students in grades five through eleven and is part of a comprehensive, data-driven decision-making process aimed at improving school climate and student learning environment for overall school advancements. The CHKS is an evidence-based survey funded by the California Department of Education.
For the purpose of this Local Indicator Reflection, we are using the Spring 2020 CHKS results to reflect responses when students were attending the school in person. As a district, we are hoping to increase the number of students who participate in the CHKS. In Spring 2020 only 60%(376 out of 618) of 5th-grade students responded to the survey, 64% (1311 out of 2038) middle school students completed the survey and 73% (1505 out of 2056) 9th - 11th-grade students completed the survey.

The CHKS results indicate that there is a need to improve student/staff relationships and safety, among other items that are relevant to improving school climate. For instance, of the 255 5th graders who took the CHKS, only 68% (255 out of 376 students) indicated that agree or strongly agree that there is an adult at their school who really cares about them. These percentages decrease as they move to a higher grade level 57% (747 out of 1311) of middle school students and 54% (812 out of 1505) high school students.

Another area of concern is improving the safety of our students. An alarming 45% (590 out of 1311) middle school students and 53% (798 out of 1505) high school students disagree that our schools are safe. We are working closely with our school administrators, counselors, and campus supervisor to address this concern and make the students feel safe and secure while they are in our schools. Furthermore, we are collaborating with school staff and the community to ensure high standards of school safety and deliver effective emergency response and operations. District administrators agreed that expanding the MIISS framework to consistently provide Tier 2 and Tier 3 interventions represented the best option for promoting positive school climates where students feel safe, empowered, respected, and ready to learn. Expanding capacity at Tier 2 and Tier 3 of the MIISS will enable the district to meet priorities of decreasing chronic absenteeism and suspensions district-wide.

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. 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.

San Leandro USD's goal is to ensure that ALL students graduate college and career ready. The district plan is to ensure that all have access to and become successful in a broad course of study. The district's measurement tools are as follows: At the elementary level, William's Visit Data from School Accountability Report Cards and site-level review of English Language Learner and Students with Disabilities placement in core classes with interventions embedded within the core. In addition, district and site administrators verify that all students have access to all core subjects as well as Physical Education and Arts. At the secondary level, Course Enrollment Listing from Dataquest and site-level review of English Language Learner and Students with Disabilities placement in core classes with interventions embedded within core day. In addition, site administrators and secondary counselors provide course catalogs to students ensuring a variety of Career Technical Education, World Languages, Physical Education, and Visual and Performing Arts courses are offered. The above measurement tools will be 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.

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.

SLUSD ensures that 100% of our students at the elementary level have access to a broad course of study. This was confirmed by analyzing our Williams Visit Data. Additionally, we adopted Mcgraw Hill for our English Language Arts and ELD and Eureka for Mathematics. These adoptions help ensure that our students broad course of study that is also aligned to the common core state standards. Careful attention has been paid to ensuring there are no stand-alone courses for English Learners, that instead, they receive instruction from certificated teachers within the core classroom. All elementary teachers have received training and materials to support quality integrated and designated ELD and onboard Newcomers. In place of students with IEPS being pulled out of the classroom with an RSP (education specialist) teacher, SLUSD has adopted a co-teaching model whereby education specialist teachers and paraeducators provide accommodations/modifications alongside the general education teacher within the general education classroom when appropriate.

At the secondary level, all students have access to a broad course of study. Students were able to select classes using our district course catalogs which have been recently revised to provide students with several opportunities to meet the A to G requirements and be able to apply to different universities. These courses were open to all unduplicated students. Information from Dataquest confirmed that students have opportunities to take college and career-aligned classes. For example, we have several students enrolled in Health and Science and Medical Technology, Information and Communication Technologies, Manufacturing and Product Development, and Marketing, Sales and Services. Students have the opportunity to complete a Career Technical Education Pathway or take a variety of course options that prepare them for future careers and college. Additionally, we have a total of 449 sections meeting the UC/CSU entrance requirements. Specifically for English Learners, SLUSD created content-focused courses taught by single-subject credentialed teachers in the content area. The content specialists are trained to use ELD standards and methods and when needed, SEI methods for Newcomers. For our Students with Disabilities, SLUSD has implemented the co-teaching model, specifically Lead and Support, whereby content specialists teachers in grades 6-12 work alongside education specialists in the content area courses. This allows for our students with IEPs to be in the core content classroom, the least restrictive environment, with the expertise of the content area teacher who can assure attention to state content standards and the expertise of the education specialist who ensure attention to the IEP. It is important to note that our English Learners and Student with Disabilities follow the same guidelines for graduation requirements as our non-unduplicated students.

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.

San Leandro USD's goal is to ensure that ALL students graduate college and career ready. The district plan is to ensure that all have access to and become successful in a broad course of study. The district's measurement tools are as follows: At the elementary level, William's Visit Data from School Accountability Report Cards and site-level review of English Language Learner and Students with Disabilities placement in core classes with interventions embedded within the core. In addition, district and site administrators verify that all students have access to all core subjects as well as Physical Education and Arts.
At the secondary level, Course Enrollment Listing from DataQuest and site-level review of English Language Learner and Students with Disabilities placement in core classes with interventions embedded within core day.
The above measurement tools will be 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.

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?

Priority 7 is aligned to San Leandro USD Strategic Plan Goal 1 Engage, Educate, Empower, and Goal 2, Educational Equity through College and Career Readiness. One key initiative for Goal 1 is to deliver comprehensive, standards-based TK-12 science and history-social science education through the newly adopted board curriculum and the development of corresponding assessments and projects. We assess our students learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative, and performance-based assessment tools to inform teaching and respond to students' needs. SLUSD implements project-based learning so that every student experience at least two project-based units every academic year. In addition, SLUSD integrates technology consistently through the adopted blended learning suite. In addition, we to enhance the implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address the academic and behavioral goals of TK-12 students.
In this Goal, we aim to create the conditions and structures that build personalized and real-world learning for all students, with particular attention to our English Learners and Students with Disabilities.

The first initiative of Goal 2 is centering on ethical and cultural leadership. SLUSD inspires and supports students to foster civic engagement and leadership through community partnerships, work-based learning, and implementation of the State Seal of Civic Engagement program and Ethnic Studies Model Curriculum. We systematize our college and career counseling programs and unleash scholarships and financial support tools for students to access fiscal resources. Another key initiative is to foster and structure career exploration by implementing career pathways and rigorous course programming that combines academic content and applied, career-oriented learning,

institutionalizing work-based learning and internship programs, and expanding our career technical education and alternative programs for graduation. USD has operationalized career education pathways at the high school level ensuring each pathway has work-based learning and a capstone project in each pathway, increased the number of dual enrollment course offerings, and increased the number of internship programs during the school year and in the summer program.