

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Shasta Union High School District	Jim Cloney Superintendent	jcloney@suhsd.net 5302413261

## 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	2	.008
Total Teacher Misassignments	5	.021
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



**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					5
History-Social Science					5

**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

Academic Standards	1	2	3	4	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					5
History-Social Science					5

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

## 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				4	
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.

## 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.

Our LEA worked directly with and sought input from the parents of Title I students at our Title I parent information nights, through "town hall meetings, and with surveys sent to all homes. All of our schools worked with parents and students to develop written family engagement compacts and distributed the final product at parent information nights. Our LEA reached out to parents through the Student Success Academy. This academy is a series of three nights where school staff partner with parents on academic, behavioral, and social issues so families can gain an understanding on such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. As a LEA, we provide professional development four to five times per month by having a professional development schedule every Wednesday of the month where students are released early so all staff (teachers, specialized instructional support personnel, principals, other school leaders, and other staff) can work on professional development. A portion of this professional development is dedicated to the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. These professional development activities are driven by Site Council input from parents and students. Staff reviews state academic

standards, state and local academic assessments, and how to monitor a child’s progress and work with educators to improve the achievement of their children during these activities. Parental input is received through discussion and an exit survey on how funds reserved for parental involvement activities should be utilized. In addition, Title I parents are included on our LCAP advisory board so we can work jointly with them to enhance our family engagement policy. In addition, we partner with parents at both our ELAC and DLAC meetings and have increased opportunities for the informed participation of parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by purchasing software that automatically translates phone messages to the home language identified by the parents on our student information system. In addition, our District and school websites are translated into 18 languages so parents can access all pertinent information (grades, attendance information, school policies and resources, daily bulletin, etc.) so they can completely partner with the district in serving their students. We also provide sign language interpreters for classroom instruction as well as on athletic fields and at after school activities.

**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.					5
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.					5
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.					5

**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.

As a LEA we value and need family engagement to seek feedback and gain insight for the needs of our students. We utilize town hall meetings, SITE Council meetings, District LCAP meetings, Student Success Academies and surveys from students/staff/parents to seek feedback about student needs and our academic programs. Each school in the LEA has developed a written family and parent engagement policy. In addition, each school has developed a parent/school compact.

Our needs assessment is driven by our family engagement feedback and the California Dashboard. It was very clear to us that our students were struggling from social and emotional issues. As a result, we have contracted with an outside counseling agency to provide social and emotional counseling to our students. In addition, we needed to increase access for our low Socio-Economic Status students to AP testing. Our students were taking the classes but not taking the exams so they could earn college credit. In addition, we will continue to pursue increasing our A - G completion rate so we can transition more students to college post graduation. All of these adjustments to our programs were made based on input we received during our family engagement process. We will evaluate the effectiveness of these changes by surveying our students and parents, by reviewing College Board AP statistics on

the number of students taking an Advanced Placement course, the number of students taking the Advanced placement exam at the end of the course, and by measuring how many of our students are transitioning to higher education.

### 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.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
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.					5
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.					5

### 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.

Our LEA worked directly with and sought input from the parents of Title I students at our Title I parent information nights, through town hall meetings, and with surveys sent to all homes. All of our schools worked with parents and students to develop written family engagement compacts and distributed the final product at parent information nights. Our LEA reached out to parents through the Student Success Academy. This academy is a series of three nights where school staff partner with parents on academic, behavioral, and social issues so families can gain an understanding on such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. As a LEA, we provide professional development four to five times per month by having a professional development schedule every Wednesday of the month where students are released early so all staff (teachers, specialized instructional support personnel, principals other school leaders, and other staff) can work on professional development. A portion of this professional development is dedicated to the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. These professional development activities are driven by Site Council input from parents and students. Staff reviews state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children during these activities. Parental input is received through discussion and an exit survey on how funds reserved for parental involvement activities should be utilized. In addition, Title I parents are included on our LCAP advisory board so we can work jointly with them to enhance our family engagement policy. In addition, we partner with parents at both our ELAC and DLAC meetings and have increased opportunities for the informed participation of parents and family members with disabilities, and parents and family members of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language

such parents understand by purchasing software that automatically translates phone messages to the home language identified by the parents on our student information system. In addition, our district and school websites are translated into 18 languages so parents can access all pertinent information (grades, attendance information, school policies and resources, daily bulletin etc.) so they can completely partner with the district in serving their students. We also provide sign language interpreters for classroom instruction as well as on athletic fields and at after school activities.

## 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?

As a LEA we know that school climate strongly impacts the learning environment for all students. Every child is entitled to a safe and peaceful learning environment and they all should feel respected and cared for so they can successfully learn. Positive school climate is a shared responsibility that has to be continually discussed and measured to sustain a positive climate on campuses. As an LEA, we have meaningful discussions with parents at Site Council meetings and at parent nights about school climate. We participate in the California Healthy Kids Survey every other year. This past year due to COVID-19, and the closure of our schools, we were not able to administer the California Healthy Kids Survey. As a result, we are administering the survey this spring and will have new data to work from for the 2021 - 2022 school year. This survey gives us a good indicator of our students perceptions of school climate and safety. Engaging students, staff, parents, and community members gives them the opportunity to participate in the process and make our schools better. The data from last year is still relevant to guide us as a District and is reflected as follows: Our students report that 94% of them understand English and we have a proficiency rate of 88%. Knowing this information helps us to know that we are getting good data from the majority of our students. Our students report that 88% of them have been truant less than 2 days in the prior twelve months. This reinforces our campaign to stress the importance of school attendance. In addition, only 1% of our students reported that they missed school due to bullying or being mistreated. We would like to see this number be, zero and we have made a concerted effort to eliminate bullying at school. Both of these high percentages we feel are a direct outcome of our efforts to encourage kids to come to school and to treat others with respect. Only 12% of our students feel like there is not a teacher or adult in the school who cares about them. While this percentage is low, we would like it to be lower, and we have shared this data with our staff to stress the importance of showing the students that you care about them and are willing to listen to them. 62% of students reported that they are happy to be at their school and only 5% reported that they did not feel safe at their school. This reinforces our commitment to providing a Campus Security Officer and a School Resource Officer on all of our campuses. 81% of our students reported that they agree or strongly agree that they try hard to make sure that they are good at school work. We feel like this is vindication of our constant effort to encourage students to do their best. 44% of our parents reported that they feel welcome to participate at our schools and only 5% of our parents felt unwelcome. We have instituted multi-language calls to our parents and monthly newsletters so parents have a better idea of what is happening at our schools and are encouraged to take part. A minimum 88% of our students district-wide have never been harassed for race, religion, gender, sexual orientation, or mental/physical disabilities. 99% of our students report that they have never carried a gun on school property and 94% report never carrying a weapon of any kind!

## 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)

As an LEA we have identified and adopted three goals which all lead to students being able to access a broad course of study. Our goals are as follows: 1) All graduates will successfully complete the required courses to allow access to all postsecondary options; 2) Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math; and 3) Improve student engagement, support, school climate, safety and environment. The District offers a variety of actions and services in the LCAP to address student needs and achieve our targeted annual measurable outcomes relevant to Goal 1. Some of these services are specific to the unduplicated student population, while others are important for all students. Goal 1 is reflective of our desire to have as many options available to our graduates upon completion of the high school curriculum as possible. We also are proud to offer a robust Career Technical Education curriculum with course offerings in Fire Science, Administration of Justice, Agricultural Science, Construction Technology, Medical Careers, Dental, and Culinary Arts to name a few. Reflected in Goal 2, our desire is for all students to explore career options and receive technical training as part of their high school curriculum. In order to facilitate this we have invested resources from a variety of sources, but will use supplemental dollars to help ensure all students, especially the duplicated population, have access to courses taught on different campuses in the District. Finally, we know that students cannot achieve the first two goals without ensuring their basic needs are met. By employing a variety of actions and services designed to improve or maintain the student engagement, support, school climate and safety on each campus we feel our students will be in the best possible environment to succeed. These services and actions are both proactive (providing security guards and school resource officers) and reactive (drug and alcohol intervention, in school suspension, etc.) so that we can address the multitude of issues that students bring to school each day. We utilize our Aeries coupled with Counselor and administrative input to measure our success in providing access to and enrollment in a broad course of study. In addition, we use custom reports from Data Quest to verify student enrollments in a broad course of study.