Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director, Student Support Services	tammyblakely@iusd.org 949-936-5079

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

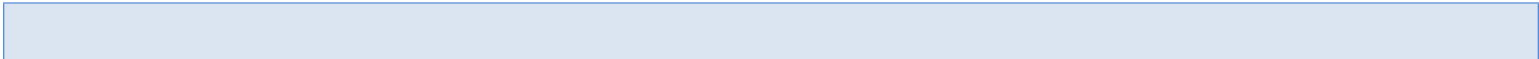## Implementation of State Academic Standards (LCFF Priority 2)

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

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					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
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

Other Adopted Academic Standards

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

    Rating Scale (lowest to highest) -
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
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.**

The standards for Visual and Performing Arts (VAPA) and World Language were more recently adopted and therefore IUSD is not as complete in our alignment as other subject areas like math, science, language arts and social science. The California Arts Framework was adopted in 2020 and the California World Languages standards were adopted in 2019.

When new standards are adopted, it takes time to ensure that existing materials are aligned to the new standards, adopt new standards aligned instructional materials if needed, and provide professional learning to teachers and administrators so that daily instruction is also closely aligned to these standards. District staff have completed the basics of this standards alignment in both VAPA and World Languages and are fully implemented, but have not been working with them long enough to reach the sustainability stage. The District team anticipates being at full implementation with sustainability in the next 1-2 years.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

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.					5
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.					5

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

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

The Irvine Parent Education Program (IPEP) continues to provide all families with the opportunity to attend workshops to learn about district programs and child development. These workshops help parents and families better understand our district programs, adopted curriculum, child development milestones, and ways to support learning at home for the whole child. Sites also offer family nights, parent organizations (i.e. Parent-Teacher Association (PTA) and cultural groups), and conduct other activities to encourage and support parents. Additionally, sites conduct parent-teacher conferences, host English Language Advisory Committees (ELACs), and utilize a wide array of parent

surveys in order to gather feedback from their local communities. In addition to district workshops and site level activities, IUSD opened the Parent Center in September 2022. The Parent Center is a welcoming space for all families to come and receive support, ask questions, and be connected to resources within IUSD, the city, and the county.

Overall, IUSD continues to work with site administrators and teacher leaders to improve capacity to collaborate with families for better student outcomes. IUSD's professional learning includes having Culture Panels at site staff meetings to support growth in this area. District Community Liaisons share information on their cultures and countries, as well as answer questions from staff about any cultural or linguistic differences.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

IUSD recognizes the value that all families bring to our diverse community. All staff are asked to build trusting relationships with students and families and create welcoming school environments. The District ensures that all schools have a system in place to engage parents and community members in two-way communication on a regular basis. The District has an interactive website, availability of interpretation/translation services, and parent surveys to measure school climate and provide feedback on LCAP priorities and district initiatives.

IUSD continues to provide more staff training on cultural responsiveness and specific strategies for parent/ family engagement. Additionally, the Parent and Family Engagement team has established the IUSD Parent Center as a place of inclusion that works in collaboration with the community to provide families with access to resources that create a positive influence on student achievement and behavior.

District staff reviews different indicators to examine our progress (ex. Annual Survey and parent/staff feedback after professional development/trainings, etc). Annual Survey feedback from 2022-23 indicates IUSD is on the right track with parent respondents (approximately 80%) reporting that staff have effective communication between teachers and parents, and feel welcome (70%) participating in school activities.   In addition, parents (90%) and students (90%) indicate that their school supports students/families of different races, ethnicities, and cultures. The District team did not report a 5 rating in this area because a few systems are still being implemented to increase programs and services connected with the Parent Center, and support for our AA/B and LGBTQ+ communities through the new Mental Health Specialist positions that were created at the start of the 2022-23 school year.   District staff will continue to monitor progress and refine systems and practices to ensure sustainability.

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.

Many departments within IUSD work with families to establish and sustain strong advisory committees. These advisory committees provide support to families to understand their legal rights and advocate not only for their own students, but for all students. The District Parent and Family Engagement team works to provide opportunities for families, staff, and other district administrators to come together to design, implement, and evaluate family engagement activities at all levels. The team provides guidance to administration on Equity, Excellence, Diversity, and Inclusion (EEDI) efforts for underrepresented families and students. The team provides strategies and best practices for engagement with culturally and linguistically diverse families.

The IUSD Parent Center assists parents with navigating district and site programs that are available to them and provides translation supports/services in their native language to help with this process. If staff in the Parent Center determine a family may qualify as McKinney-Vento, or is connected with the Foster Youth system, the district liaison is contacted. The liaison works with the Parent Center, school sites and directly with individuals to support families/students in need. This ensures personal care and individualized attention to our at-promise families.The liaison can help McKinney-Vento/Foster Youth students and families navigate the IUSD systems and advocate for families so they receive appropriate support, information, and education.

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

Building Partnerships	1	2	3	4	5
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.					5
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.					5
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.					5

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

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

IUSD continues to invest in communication platforms to connect with and support our families. In 2022-23, IUSD completed the district-wide implementation of ParentSquare. This tool aims to improve the accessibility and interactivity of home-to-school communications. ParentSquare also provides a dashboard that allows schools to identify and connect with families that may not be receiving school messages. In addition to the general communications that ParentSquare supports, IUSD continues to leverage our Canvas Learning Management System and Aeries Parent Portal to provide students and families with continuous information on student academic progress and expectations. IUSD has made academic support programs available throughout the school year and summer to students, including online tutoring programs and educational software.

As a district team, we did not report a 5 on the reflection tool because the District is working on expanding the ParentSquare implementation to include teacher use to support classroom messaging and communication with student groups. The District team believes this expansion will ensure sustainability of district communications and continue to strengthen partnerships with parents for improved student outcomes.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

In 2023-24, IUSD will complete the second phase of our ParentSquare implementation. This project will expand access to ParentSquare for teacher use to support classroom messaging and communications with student groups. The District will continue to provide access to online educational platforms, devices, and the internet at home to ensure students and their families are able to have access to the information and support they need.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

IUSD recognizes the value that all families bring to our diverse community. All staff are asked to build trusting relationships with students and families and create welcoming school environments. District staff ensure that all schools have a system in place to engage in regular two-way communication with parents and community members. The District provides an interactive website, interpretation/translation services, and parent surveys to measure school climate and provide feedback on LCAP priorities and district initiatives. District staff continue to provide more staff training on cultural responsiveness and specific strategies for parent/ family engagement. Additionally, the District Parent and Family Engagement team consistently supports the IUSD Parent Center to provide families with access to resources, within IUSD and the greater community. IUSD believes this positively influences family dynamics and relationships, as well as student achievement and behavior.

Implementing a monthly Professional Learning Community (PLC) that involves key members (that includes, but is not limited to, coordinators of Parent Engagement, Attendance, and Mckinney-Vento/Foster Youth, and mental health specialists representing Black/African American and LGBTQ+ students/families) will improve comprehensive engagement of underrepresented families. The District team has a goal of reaching full implementation and sustainability during the 2023-24 school year, once monthly PLC team meetings have been designed and implemented district progress monitoring practices and protocols.

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

Seeking Input	1	2	3	4	5
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.					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.					5
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.					5
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.					5

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.

IUSD provides various opportunities for participation in the decision-making processes. Through a variety of leadership training focused on inclusive practices, clarity of communication and stakeholder participation, IUSD regularly seeks and gathers input from staff, students, and community members. Examples of these training and software are: Interest-Based Decision Making Protocols, Continuous Leadership Academy (which focuses on strong communication practices and clarity of understanding the needs of stakeholders), and various survey tools (Google Forms, Survey Monkey and Thought Exchange). In addition, IUSD has multiple input and advisory groups that support our mission and improvements. District groups such as the Educational Advisory Committee (board appointed), Student Advisory Committee, CTE Advisory Committee, Continuous Improvement Council, DELAC, and the Ethnic Studies Committee are examples of how the district seeks input from a variety of stakeholders. These committees have administrator, teacher, parent and student voices included.

At the site level, many of these same practices are represented and leveraged through the PTA, School Site Council, ELAC, and various student council groups. As the local leaders collect information and these voices, IUSD provides time during regularly scheduled principal meetings where clarity about stakeholder common interests emerges.

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 uses a variety of groups, activities and surveys to solicit the input from all education partners and to ensure that their voices are part of our decision-making process. The district provided the following opportunities for education partners to participate in the LCAP process:

1. Education/Engagement of education partners on LCFF, LCAP, and reviewing current LCAP actions.
2. Annual district-wide climate survey, administered to students, parents, and staff.
4. Education partner input activity for the Local Control and Accountability Plan (LCAP).

This input assists administrators in planning the LCAP aligned School Plan for Student Achievement (SPSA) and developing measurable goals for continuous improvement. For the 2022-23 school year, education partners identified the following themes:
1. Student mental health and social emotional learning: Includes Elementary Resource Counselors, Mental Health Specialists, School Counselors.
2. Direct Site Support: Includes class size reduction, instructional assistants, health services and language development support.
3. Intervention Support: Includes graduation support, intervention classes, and PLC Release days.

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.

Many departments within IUSD work with families to establish and sustain strong advisory committees. These advisory committees help families to understand their legal rights and advocate not only for their own students, but for all students.

The IUSD Parent and Family Engagement team works to provide opportunities for families, staff, and other district administrators to come together to design, implement, and evaluate family engagement activities at all levels.

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?

The District has a long history of engaging our educational partners and asking them to share their perspectives regarding how effectively IUSD is supporting student learning, aligning appropriate resources, cultivating positive school climates, and maintaining clean and accessible campus facilities.

IUSD partners with Hanover Research to implement a district-wide survey to gather input and feedback from our students, staff, and families. Hanover Research also provides an Executive Summary for each school that captures the most compelling findings and provides a comprehensive overview of site results and comparisons to previous survey administrations. For the 2022-23 Annual Survey, 18,147 students, 5,049 parents, and 1,450 staff participated. Key learnings regarding school safety and connectedness from the 2022-23 Annual Survey are that most student respondents (92%) agree or strongly agree that they have friends at school, and the same percentage (92%) report that they enjoy going to school. Almost two-thirds of parents feel welcome participating in school activities, and the majority of parents (90%) and students (90%) report their schools support students/families of different races, ethnicities, and cultures. This is a testament to our work and focus on Excellence, Equity, Diversity, and Inclusion. In addition, more than three-quarters of respondents are satisfied or very satisfied with students' overall educational experience (77%) and with academic facilities and materials (81%). Approximately three-quarters of secondary students (grades 9-12) and parents agree or strongly agree that they or their child can succeed in school (78%) and that they have been encouraged to pursue academically challenging courses (76%). Finally, three-quarters or more of staff respondents enjoy their jobs (92%) and feel supported and appreciated (80%).

From the Hanover District Executive Summary, district staff have also learned that about half of secondary students in grades 7-12 (48%) say that they can explain their feelings to others. Additionally, one-fifth of student respondents (17%) say they do not have healthy strategies to manage stress, while only about a third of students (30%) agree that their stress levels are generally low. Stress and anxiety interfere with all phases of the learning-performance cycle, and IUSD can help students develop healthy coping strategies, reframe negative emotions, and build positive associations with learning. To that end, the district is piloting socio-emotional learning (SEL) programs and screener to identify additional strategies and resources to incorporate into its existing SEL framework.

Barriers and challenges identified in the Annual Survey include selecting and designing curricula representing different cultures, and understanding differences in perceptions among staff, students and parents with respect to mistakes, active participation, and stress. For example, while most respondents agree that mistakes are part of the learning process, fewer agree that students are comfortable making mistakes at school or that students are comfortable sharing their ideas and participating in classroom discussions. More than three-quarters of Respondents (82%) agree or strongly agree that mistakes are part of the learning process, but less than half (44%) agree or strongly agree that students feel comfortable making mistakes. More than half of respondents (57%) agree or strongly agree that students feel comfortable sharing their ideas and participating in class discussions. Survey data revealed that students and teachers have differing perceptions of student comfort with participating in classroom discussions and making mistakes in class.

This survey information, when used with other relevant data such as the California Dashboard, CAASPP assessment results, California Healthy Kids Survey and site assessment data, assists administrators in developing the LCAP aligned School Plan for Student Achievement (SPSA) and identifying measurable goals for continuous improvement.

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 the following measures to track the extent to which all students have access to, and are enrolled in, a broad course of study:
a. UC/CSU requirements (68.7%)
b. Graduation requirements and graduation rates (94.5%)
c. College/Career Readiness (not reported on CA Dashboard)
d. Career Technical Education Pathway Offerings and Completion Rates (15 Pathways, 3,956 Participants, and 397 Students completing at least 1 CTE Pathway(Completers))
e. Visual and Performing Arts (VAPA) opportunities at all levels TK-12
f. IUSD Annual Survey results

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

During the past four years, IUSD has focused resources and time on improving access for all students to a broad course of study. An overview of measurement data indicates that while many students are performing at very high levels, the district needs to focus on increasing course access for the following subgroups: African-American, Hispanic, Socioeconomically Disadvantaged, and Students With Disabilities. AVID was implemented this year at 1 middle school, 1 K-8 school, and 2 high schools, and is expanding next year to include more secondary sites. The implementation of AVID will close the opportunity gap by preparing all students for College and Career readiness and success in a global society. The district is exceptionally proud of the work done to develop College and Career resources and the progress in developing online learning opportunities designed and taught by IUSD staff. The enhancement and development of new CTE pathways have also expanded options for all students in accessing a broad array of courses, during the school year and summer. Expanded CTE exploratory options at middle schools have also increased access for middle school students to a broad variety of courses. Annual survey results show that students and parents indicate that they have access to a wide array of programs. Approximately three-fourths of student respondents (71%) indicate that they have access to Advanced Placement and advanced classes, ROP, blended learning and electives, athletics, clubs and organizations, while students (74%) report being encouraged to pursue academically challenging courses.

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)

Barriers to providing access to a broad course of study for all students includes:
a. Staff workload and grading practices
b Limited prevention and early intervention programs
c. Program/Class enrollment size
d. Prerequisites to classes

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)

The District will explore the continued actions below to ensure access to a broad course of study for all students:
- Equal Opportunity Schools (EOS)
- AVID in pilot schools with expansion occurring in subsequent years
- Increase and expand access to Paper, an online 24/7 tutoring opportunity for upper elementary, middle, and high school students.
- Availability of College Readiness courses
- District-sponsored PSAT and Pre-ACT testing
- Expand flexible learning options such and blended/online learning and dual enrollment.

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

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

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the					

Coordinating Instruction	1	2	3	4	5
county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					