2024-25 Local Performance Indicator Self-Reflection

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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023	1,598		7		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	N/A
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					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.**

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):

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

Practices	Rating Scale Number
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.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
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.

IUSD has made notable progress in establishing strong connections between school staff and families. The District has appointed site liaisons at 11 IUSD schools, along with six more at the district level. To accommodate the growing enrollment of Russian families, a part-time Russian liaison has been utilized. The commitment to maintaining open and transparent communication with families is evident through the use of various tools such as Parent Square and parent newsletters. Additionally, IUSD actively gathers and analyzes parent inquiries to customize parent classes and outreach efforts. The IUSD parent center provides a welcoming space for parents to access support and resources. Furthermore, the home visit protocol has been adjusted to include a site representative, enhancing school-based relationships.

In addition, IUSD adopts a comprehensive approach to supporting families by utilizing various departments and community liaisons, as well as partnering with organizations such as the Boys and Girls Club, California Youth Services, and Western Youth Services. IUSD has identified obstacles for families and students through surveys and discussions, implemented suitable interventions, and provided resources, including transportation services. Moreover, IUSD highly values the collaborative nature of its work and hosts a district-wide parent engagement night, aligning with practices implemented at Title I schools in the district. This event offers sites the opportunity to gather feedback from their education partners, ensuring that parent engagement initiatives are effectively aligned with the community's needs and expectations.

The Mental Health and Wellness department has taken proactive steps to meet the needs of our McKinney-Vento/Foster Youth families. In January, we welcomed a McKinney-Vento/Foster Youth Liaison, who has conducted training sessions for selected school staff. This training is part of our ongoing efforts to eliminate the stigma associated with being unhoused or lacking stable housing. It also involves identifying families who may qualify for McKinney-Vento assistance and sharing district and community resources available to support eligible families, including foster youth. We are dedicated to expanding this training to encompass all site staff members, ensuring a comprehensive approach to providing support. To further minimize attendance barriers, IUSD covers the cost of

transportation to and from school or offers mileage reimbursement for families benefiting from the support. Our Mental Health Specialists and Elementary Resource Counselors collaborate closely with families of students who require additional support beyond the school-based mental health model. This illustrates our commitment to reducing the stigma surrounding mental health and our unwavering dedication to student well-being and inclusivity.

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 places significant emphasis on fostering strong connections between school staff and families by offering resources and support directly at the schools. The district assists school sites in providing tailored parent classes and equips them with the necessary tools, resources, and interventions to engage with families at the local level.

As part of the School Plan for Student Achievement (SPSA) process, school sites actively seek input from educational partners such as staff, school site councils, and Parent Teacher Associations (PTAs). With the collaboration of these partners, school leaders develop and finalize the school site plan, ensuring that it aligns with the LEA focus areas and addresses the community's needs, thereby making the audience feel valued and involved in the decision-making process.

In addition to the collaborative nature of the SPSA, IUSD offers district-wide initiatives to strengthen relationships between schools and families. Our Community Support Mental Health Specialists organize regular parent groups for our Black/African American and LGBTQ+ communities at the parent center. These groups provide valuable resources for parents, students, and staff. Moreover, our secondary sites have student-led groups to address site-specific issues and provide support and advocacy.

At the district level, our Continuous Improvement Council has initiated a two-year Listening Tour to gather individual family stories. These tours have provided valuable insight into the unique experiences of families, guiding our efforts to better support our communities. This ongoing support aims to offer reassurance and assistance to everyone within IUSD.

Furthermore, IUSD has established a new liaison position dedicated to providing personalized care and support to our McKinney-Vento and Foster youth families. One of the main objectives of this role is to help school sites foster stronger, more supportive partnerships with families, positioning schools as a valuable resource for those in need. A significant focus area is expanding the existing training to involve a wider range of school staff, aiming to enhance understanding and empathy for our McKinney-Vento and Foster youth families.

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.

Irvine Unified School District (IUSD) collaborates with various departments to establish and maintain robust advisory committees that support families. These committees help families understand their legal rights and advocate for their children and IUSD students. The District Parent and Family Engagement team facilitates opportunities for families, staff, and other district administrators to develop, implement, and assess family engagement activities at all levels. The team also guides Equity, Excellence, Diversity, and Inclusion (EEDI) efforts for underrepresented families and students, offering strategies and best practices for engaging with culturally and linguistically diverse families.

The IUSD Parent Center assists parents in navigating district and site programs. It offers translation support in their native languages through our district translators and translation services/technology. If the Parent Center staff identifies a family that may qualify as McKinney-Vento or is associated with the Foster Youth system, they contact the district liaison. The district liaison collaborates with the Parent Center, school sites, and individuals to provide personalized attention and necessary support to families and students in need. They also assist McKinney-Vento/Foster Youth students and families in understanding the IUSD systems and advocate for them to ensure they receive the appropriate support, information, and education. Additionally, the liaison partners with and equips site staff with resources and support to foster better collaboration with the identified families.

Recognizing the importance of cultural comprehension, IUSD organizes cultural panels in collaboration with school sites and liaisons. These panels provide a platform for staff to gain insights into cultural perspectives and acquire practical methods for connecting and communicating with families. Furthermore, IUSD is utilizing available data, such as attendance and student discipline data, to identify and rectify disparities with underrepresented families and students, ensuring equitable support and interventions.

Our Black/African American and LGBTQ+ communities hold monthly meetings to gather input and provide support and specific tools for the community's self-identified needs. These meetings are facilitated in person and led by our Community Support Mental Health Specialists. All parents and staff who identify with the specific community are encouraged to attend. The community plays a crucial role in setting the agenda, organizing guest speakers, and providing mutual support. These meetings have a considerable outreach and draw significant attendance.

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):

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

Practices	Rating Scale Number
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.	5
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 has been investing in communication platforms to better connect with and support our families. Over the past two years, the website has been upgraded to enhance accessibility and usability. Additionally, IUSD has expanded the use of ParentSquare, a platform for communication between home and school that includes texts, surveys, email messages, and app-based alerts for students and their families. Teachers now have access to ParentSquare, providing families with a unified communication experience with IUSD.

In addition to general communications, IUSD continues to use the Canvas Learning Management System and Aeries Parent Portal to provide students and families with ongoing information about academic progress and expectations. Academic support programs, including online tutoring and educational software, are available to students throughout the school year and summer.

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.

ParentSquare has been expanded to include teacher-classroom messaging and communication with student groups. This expansion strengthens partnerships with parents to improve student outcomes. The District will continue to provide access to online educational platforms, devices, and the internet at home to ensure students and their families 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 values and acknowledges the contributions of all families in our diverse community. We expect all staff members to build trusting relationships with students and families and create inclusive school environments. The district is committed to maintaining open, two-way communication with parents and community members in all schools. To measure school climate and gather feedback on LCAP priorities and district initiatives, the district provides an interactive website, interpretation/translation services, and conducts parent surveys. Continuous staff training on cultural responsiveness and specific strategies for engaging with parents and families is a priority. The District Parent and Family Engagement team consistently supports the IUSD Parent Center, providing families with access to resources within IUSD and the broader community. These efforts are aimed at positively influencing family dynamics and relationships, ultimately fostering hope and optimism for improved student achievement and behavior.

The strategic introduction of a monthly Professional Learning Community (PLC) aims to enhance the comprehensive engagement of underrepresented families. This initiative involves key stakeholders, including coordinators of Parent Engagement, Attendance, and Mckinney-Vento/Foster Youth, as well as mental health specialists representing Black/African American and LGBTQ+ students/families. The district team is committed to achieving full implementation and sustainability by the 2024-25 school year once district progress monitoring practices and protocols are in place.

School sites and liaisons are leading cultural panels to help staff gain a better understanding of diverse perspectives and improve communication with families. IUSD is taking a data-driven approach, utilizing attendance and student discipline data to examine disproportionality with underrepresented families and students, with the aim of identifying the root causes and providing necessary support and interventions. The Mental Health and Wellness team has collaborated with Student Services, Special Education, and the Equity and Diversity Department to review discipline, attendance, and disproportionality data for underrepresented families. These partnerships are geared towards equipping sites with the essential resources and support for restorative practices and behavior consultation, in order to reduce Special Education referrals through early intervention.

Our primary goal is to achieve a significant improvement in our annual survey results regarding the support and inclusion of underrepresented groups. This sustained support should be evident across all levels of the organization, from individual school sites to the various departments within IUSD. By consistently implementing district-wide Indicators for Educational Equity, we have asked each school and department to address their self-identified needs. These indicators have been integrated into the SPSA and individual staff goals, reaffirming our commitment to ensuring that every student has an equal opportunity to thrive.

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):

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

Practices	Rating Scale Number
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 offers a range of opportunities for everyone to participate in decision-making processes. These opportunities are designed to be inclusive, aiming to listen to and value every voice. To achieve this, IUSD consistently seeks and gathers input from staff, students, and community members through leadership training that emphasizes inclusive practices, clear communication, and stakeholder involvement. Examples of such training and software include Interest-Based Decision Making Protocols, Continuous Leadership Academy (which focuses on effective communication practices and understanding stakeholder needs), and various survey tools such as Google Forms, Survey Monkey, and Thought Exchange. Additionally, IUSD has multiple input and advisory groups that support the mission and improvements. District groups, such as the Educational Advisory Committee (board-appointed), Student Advisory Committee, Career Technical Education (CTE) Advisory Committee, Continuous Improvement Council (CIC), District English Language Advisory Council (DELAC), and the Ethnic Studies Committee, actively seek input from a wide range of stakeholders, representing the perspectives of administrators, teachers, parents, and students.

Many of these practices are also used at the site level through the PTA, School Site Council, ELAC, and various student council groups. As local leaders gather information and voices, IUSD provides time during regularly scheduled principal meetings to clarify stakeholder common interests.

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.

With a strong commitment to inclusivity, the district actively utilizes diverse groups, activities, and surveys to seek input from all education partners. This ensures that their voices are not just heard but are an integral part of our decision-making process. The district has 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
3. Education partner input activity for the Local Control and Accountability Plan (LCAP)

Educational partner's input plays a crucial role in shaping the LCAP-aligned School Plan for Student Achievement (SPSA) planning and developing measurable goals for continuous improvement. For the 2023-24 school year, valuable input has led to the identification of the following themes:

1. Student mental health and social-emotional learning: This includes Elementary Resource Counselors, Mental Health Specialists, and School Counselors
2. Direct Site Support: This 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 committees help families understand their legal rights and advocate for all students.

The IUSD Parent and Family Engagement team provides opportunities for families, staff, and other district administrators to collaborate on designing, implementing, and evaluating family engagement activities at all levels.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

The district has a history of strong collaboration with our educational partners. Together, we gather feedback on how effectively IUSD supports student learning and fosters positive school climates and student well-being. Currently, IUSD is in partnership with Hanover Research, conducting an annual district-wide survey collecting input and feedback from students, staff, and families. Hanover Research also produces a District Executive Summary summarizing the most significant findings and providing a comprehensive overview of site results and comparisons to previous survey results. In the 2023-24 Annual Survey, 19,641 students (AA= 335; AS= 9,849; HI= 1,118; WH= 3,666; EL= 685; SPED= 578), 5,552 parents, and 1,541 staff participated, showcasing the collective effort in this process.

The California Healthy Kids Survey (CHKS) is a vital component of our data collection efforts and is administered every two years to 7th, 9th, and 11th-grade students. The survey was conducted during the 2023-24 school year, providing us with comprehensive insights that are incredibly valuable. A total of 2,801 7th-grade students (AA= 2%; AS= 50%; HI= 11%; WH= 12%; MKV= 1%; SPED= 6%; EL= 7%), 2,346 9th-grade students (AA= 2%; AS= 50%; HI= 13%; WH= 15%; MKV= 1%; SPED= 5%; EL= 6%), and 2,122 11th-grade students (AA= 2%; AS= 50%; HI= 12%; WH= 17%; MKV= 0%; SPED= 7%; EL= 5%) participated in the survey. These contributions have enriched our educational support strategies with a wealth of valuable data.

Finally, the District has integrated Social-Emotional Learning (SEL) data to reinforce student connectedness, sense of belonging, and overall well-being. The Panorama Survey was administered during the fall of 2023 and spring of 2024 for the 2023-24 school year. In the fall survey window, 10,429 students in grades 3-6 participated (EL= 2,887; SED= 2,235; SPED= 1,116; AA= 216; AS= 5,664; HI= 1,156; WH= 2,922), and 10,757 students participated in the spring survey window (EL= 3,073; SED= 2,502; SPED= 1,158; AA= 221; AS= 5,825; HI= 1,151; WH= 3,142). For students in grades 7-12, 7,734 students participated in the fall 2023 survey window (EL= 1,712; SED= 1,735; SPED= 925; AA= 192; AS= 3,830; HI= 937; WH= 2,546) and 6,922 students participated in the spring 2024 survey window (EL= 1,517; SED= 1,643; SPED= 798; AA= 162; AS= 3,589; HI= 790; WH= 723).

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Key learnings from the 2023-24 Annual Survey include:
93% of student respondents report having friends at school (AA= 90%; AS= 94%; EL= 91%; HI= 93%; SPED= 80%; WH= 93%)
89% of student respondents strongly agree/agree that they have at least one adult they trust and can talk to on campus if they have a problem (AA= 91%; AS= 90%; EL= 89%; HI= 88%; WH= 92%; EL=89%, SPED= 92%)
71% of student respondents are very satisfied/satisfied with the sense of community on campus (AA= 69%; AS= 73%; EL= 80%; HI= 69%; WH= 73%; EL= 75%; SPED= 69%)
59% of student respondents can explain their feelings to others (AA= 57%; AS= 60%; EL= 65%; HI= 55%; WH= 64%; EL= 75%; SPED= 61%)
76% of secondary students strongly agree/agree that their school works to understand families' backgrounds and cultures (AA= 72%; AS= 79%; EL= 84%; HI= 79%; WH= 83%; EL= 75%; SPED= 81%)

The disaggregated annual survey data by student groups reveals that in general, students share similar perceptions of belonging, community, and connectedness. However, one area of concern is that SPED students (80%) reported lower perceptions of having friends at school compared to other student groups (AA= 90%; AS= 94%; EL= 91%; HI= 93%; WH= 93%). Additionally, there is a consensus among student groups that their schools make efforts to understand their family background and culture, with English learner students expressing the most substantial agreement (ALL= 76%; AA= 72%; AS= 79%; EL= 84%; HI= 79%; WH= 83%; EL= 75%; SPED= 81%).

Key Learning from Panorama Survey data include:
87% of students in grades 3-6 report having supportive relationships (AA= 88%, AS= 88%, EL= 85%, HI= 87%, SED= 86%; SPED= 86%, WH= 87%)
67% of students in grades 3-6 report a sense of belonging at school (AA= 62%, AS= 68%, EL= 66%, HI= 65%, SED= 65%; SPED= 65%, WH= 64%)
86% of students in grades 7-12 report having supportive relationships (AA= 83%, AS= 86%, EL= 85%, HI= 86%, SED= 85%; SPED= 86%, WH= 86%)
80% of students in grades 7-12 report a diverse and inclusive climate at their school (AA= 67%, AS= 81%, EL= 80%, HI= 75%, SED= 76%; SPED= 78%, WH= 79%)

The district staff conducted an analysis comparing the annual survey, CHKS, and Panorama data to examine the perceptions of school connectedness and adult caring relationships among students in grades 7, 9, and 11. Findings from the annual survey data revealed that the sense of community on campus for students in grade 7 was 65% (broken down by ethnicity: AA= 45%, AS= 70%, EL= 67%, HI= 63%, SPED= 64%, WH= 60%), grade 9 at 67% (AA= 62%, AS= 67%, EL= 79%, HI= 63%, SPED= 60%, WH= 72%), and grade 11 at 64% (AA= 40%, AS= 67%, EL= 86%, HI= 71%, SPED= 75%, WH= 63%). It was noted that there was a significant difference in the perception of a sense of community on campus between African American students in grades 7 (45%) and 11 (40%). Other student groups were generally aligned with the overall student population in their sense of community. Furthermore, the annual survey data also indicated that 83% of grade 7 students (broken down by ethnicity: AA= 83%, AS= 86%, EL= 72%, HI= 83%, SPED= 100%, WH= 82%) reported having at least one adult they trust on campus. In contrast, for grade 9, it was 85% (AA= 82%, AS= 86%, EL= 72%, HI= 83%, SPED= 100%, WH= 92%), and for grade 11, it was 86% (AA= No information, AS= 87%, EL= 72%, HI= 86%, SPED= 100%, WH= 91%). The Panorama survey data mirrored these findings.

Key Learning from Panorama Survey data include:
87% of students in grades 3-6 report having supportive relationships (AA= 88%, AS= 88%, EL= 85%, HI= 87%, SED= 86%; SPED= 86%, WH= 87%)
67% of students in grades 3-6 report a sense of belonging at school (AA= 62%, AS= 68%, EL= 66%, HI= 65%, SED= 65%; SPED= 65%, WH= 64%)
86% of students in grades 7-12 report having supportive relationships (AA= 83%, AS= 86%, EL= 85%, HI= 86%, SED= 85%; SPED= 86%, WH= 86%)
80% of students in grades 7-12 report a diverse and inclusive climate at their school (AA= 67%, AS= 81%, EL= 80%, HI= 75%, SED= 76%; SPED= 78%, WH= 79%)

The data highlighted crucial areas requiring growth, and the district team used the data to revise 2024-25 LCAP action items aimed at supporting the identified areas.

SEL Survey Data: Gaps in Performance Between Student Groups

Grades 3-6:
78% of students in grades 3-6 report being able to manage their emotions, thoughts, and behaviors in different situations (Self Management) (AA= 67%, AS= 79%, EL= 73%, HI= 72%, SED= 73%; SPED= 71%, WH= 76%)
50% of students in grades 3-6 report being able to regulate their emotions (Emotional Regulation): (AA= 47%, AS= 51%, EL= 68%, HI= 47%, SED= 46%; SPED= 47%, WH= 48%)
61% of students in grades 3-6 report positively on the overall social and learning climate of their school (School Climate): (AA= 57%, AS= 63%, EL= 58%, HI= 62%, SED= 66%; SPED= 58%, WH= 58%)

Grades 7-12:
69% of students in grades 7-12 report being able to manage their emotions, thoughts, and behaviors in different situations (Self Management) (AA= 65%, AS= 71%, EL= 62%, HI= 72%, SED= 66%; SPED= 64%, WH= 67%)
68% of students in grades 7-12 report being able to consider the perspectives of others and empathize with them (Social Awareness) (AA= 63%, AS= 68%, EL= 67%, HI= 66%, SED= 65%; SPED= 63%, WH= 68%)
54% of students in grades 7-12 report being able to regulate their emotions (Emotional Regulation) (AA=52%, AS= 54%, EL= 54%, HI= 51%, SED= 51%; SPED= 51%, WH= 53%)
61% of students in grades 7-12 report a sense of belonging at their school (Sense of Belonging) (AA=51%, AS= 63%, EL= 64%, HI= 57%, SED= 59%; SPED= 59%, WH= 60%)

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Over the past three years, our District has consistently prioritized supporting underserved groups, including African-American/Black, LGBTQ+, Foster Youth, and students experiencing homelessness. This dedication is evident in the allocation of dedicated Mental Health Specialists to these groups, a decision informed by input from our educational partners and survey data. It is encouraging to note that data from the last two years shows a steady increase in student and parent perceptions of school connectedness and supportive adult relationships. While there are areas that still require attention, the positive trend reflects the effectiveness of the District's initiatives. It is important to acknowledge that maintaining confidentiality poses a challenge for some of our underrepresented groups, such as LGBTQ+, foster youth (FOS), and McKinney-Vento (MKV) students, due to their small size, making data disaggregation challenging.

We are committed to promoting best practices that cultivate excellence, foster an inclusive and engaging school environment, and uphold equity, diversity, and inclusion. District teams support schools in addressing school climate and implicit bias to enhance student perceptions of respectful behavior among their peers. We will also continue to implement and expand MTSS, with a focus on enhancing social-emotional learning skills to bridge the skill gap for underperforming students and student groups (AA, FOS, HI, HOM, SED, SWD). Our emphasis on Social-Emotional Learning (SEL) is driven by an analysis of SEL data and CA Dashboard Suspension data, which has revealed gaps in SEL skills among students, leading to increased maladaptive behaviors.

The district is actively working to improve the school climate at all school sites. This effort is informed by data from the CHKS, Panorama, and IUSD annual surveys, which have influenced the district's decision to implement specific action items within the LCAP. These action items address social-emotional learning and school climate, which is essential for creating a positive and nurturing learning environment. The District Community Support Mental Health Specialist (MHS) staff will continue to provide targeted support to African-American students and families to address specific barriers to student achievement, attendance, and college/career readiness. Our main goal is to enhance students' sense of belonging, community, and connectedness across all student groups. The action items outlined in the 2024-25 LCAP highlight the Multi-Tiered Systems of Support to achieve this goal.

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 (69.1%)
b. Graduation requirements and graduation rates (94.5%)
c. College/Career Readiness (71% prepared on the CA Dashboard)
d. Career Technical Education Pathway Offerings and Completion Rates (17 Pathways, 4,727 students enrolled, 1,367 unduplicated enrollments, and 413 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 perform 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 is now implemented in fourteen of the seventeen secondary schools in IUSD. 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 to access various courses during the school year and summer. Expanded CTE exploratory options at middle schools have also increased access for middle school students to various 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 (79%) indicate they have access to Advanced Placement and advanced classes, ROP, blended learning and electives, athletics, clubs, and organizations, while students (76%) 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 include:

a. Staff workload and grading practices
b Limited prevention and early intervention programs
c. Program/Class enrollment size
d. Prerequisites to classes
e. Time class is offered
f. Location of class

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 implementation and 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 as blended/online learning.
Expand Career Technical Education (CTE) pathways
Expand CCAP Dual Enrollment course offerings
Expand Work Based Learning Opportunities

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.					

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

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

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

Rating Scale (lowest to highest):

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

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).					

Coordinating Services	1	2	3	4	5
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).					
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.					

Coordinating Services	1	2	3	4	5
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.					