2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Lowell Joint School District	Jim Coombs Superintendent	jcoombs@ljsd.org 562.902.4203

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

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)			3		
Mathematics – Common Core State Standards for Mathematics			3		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			3		
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)			3		
Mathematics – Common Core State Standards for Mathematics			3		5
Next Generation Science Standards				4	
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				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language			3			

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Teachers continue to have time for planning as a grade level to discuss standards and instruction on a regular basis. There is Instructional Team Planning (ITP meetings) at the site during early-release Mondays, and 3-4 of those meetings are coordinated for district-wide grade level meetings throughout the year. This is in addition to three professional development days. All teachers received training on new science materials in August of 2022 and DLI teachers for new materials as well. Support for science instruction was also provided through professional development on the new materials by publishers and Science Coordinators from OCDE to support understanding of NGSS standards. To continue to address VAPA standards, we partnered with the Muckenthaler for more systemized art instruction for the elementary sites with course offerings at Rancho. We have maintained that partnership for afterschool programs. Additional staffing was hired with the influx of Prop 28 monies to fill the gap during the day. We have a World Language elective for Spanish at Rancho and a Dual Immersion program at one

of our sites, which now services TK-5th grade students. With the release of the mathematics framework, we will begin the process of review for new mathematics materials in 2024. We continue to use iReady to monitor student progress on state standards throughout the year for both Language Arts and Mathematics. Ongoing professional development was provided throughout the 2023-24 school year to support the analysis of data and subsequent planning for instruction to differentiate based on student need. This will support the development of mastery in standards for students as well as provide the springboard for training of teachers as they evaluate gaps in learning and need to make adjustments instructionally. .

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.	3
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.	3

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 analysis of the LCAP Parent Survey data indicates several strengths and progress in building relationships between school staff and families. One of the key strengths is the high level of respect reported by parents, with 92% of parents agreeing or strongly agreeing that school staff treat students, parents, and other staff members with respect. This positive perception is crucial for fostering a welcoming and inclusive school environment. Additionally,

parents have highlighted effective communication as a significant strength. About 93% of parents agree or strongly agree that school staff communicate clearly, and 93% agree or strongly agree that they receive adequate and timely information about school events and their children's academic progress through various communication channels, including emails, report cards, and parent conferences. This clear and consistent communication helps build trust and ensures that parents are engaged and involved in their children's education. The district has also made progress in maintaining visibility and accessibility of school staff, with 90% of parents agreeing or strongly agreeing that school administrators and teachers are approachable and available for addressing concerns. This accessibility is vital for resolving issues promptly and collaboratively, further strengthening the partnership between families and school staff. Moreover, the district has taken proactive steps to enhance its support services by hiring additional counselors, psychologists, and a behavioral specialist. These additions have increased the capacity to provide personalized support to students and families, contributing to a more supportive school climate. Overall, the survey data reflects that the district's efforts in fostering respectful interactions, effective communication, and accessibility are paying off, resulting in stronger relationships between school staff and families. Continuous efforts to engage families, address their concerns, and provide timely information will further enhance these relationships and support student success.

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.

There continues to be a desire to support students with resources with well over 55% continuing to qualify for Free/Reduced lunch. Food insecurities, loss of employment, and other issues related to the pandemic continue to fuel a desire to understand trauma-informed care as it relates to our staff and working with students and families along with additional strategies for behavioral issues in the classroom. This will be an area of focus as the District continues to add to overall supports around Social Emotional Learning and mental health. For the coming year, this includes the hiring of three counselors and an additional psychologist. It's clear that families feel welcomed by staff, and this added layer will hopefully move families to deeper levels of involvement. Survey data from preschool families indicates that 30% have been able to accept a job with 50% being able to keep a job because their child is able to attend preschool. This also helps to create a strong foundation in connectedness for families as they first enter the school system.

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.

The District has small pockets of languages other than Spanish, so we are exploring tools to better survey families in their native language where possible to determine strategies to increase overall engagement for our non or limited English families. he use of AI has supported this greatly in terms of accessing languages that we are not able to hire personnel to translate for since they are in such small numbers. The increased offerings for before and after school provide additional avenues to connect with parents around family needs that can support decisions about programming since ELOP targets our Unduplicated Pupil count (English Learners, Foster Youth, and Free/Reduced Lunch). We purchased additional headsets to provide in-time translation for families at parent meetings and are working with bilingual aides in capitalizing on their relationships with families to provide additional assistance at meetings

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.	3
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	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.	4

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.

A key strength is the collaborative problem-solving approach adopted by the school staff, with 90% of parents agreeing or strongly agreeing that staff work collaboratively to solve problems. This collaborative approach is essential for addressing student needs effectively and ensuring that parents are partners in the educational process. Effective communication is another significant strength highlighted by the survey, with 93% of parents agreeing or strongly agreeing that they receive clear communication from the school. This includes timely updates about their children's academic progress, school events, and other important information. Consistent and transparent communication ensures that parents are well-informed and can actively support their children's learning at home. Additionally, the district's commitment to accessibility and visibility has been recognized, with 90% of parents agreeing or strongly agreeing that school administrators and teachers are approachable and available. This accessibility allows for the quick resolution of concerns and fosters a sense of partnership between parents and school staff. Regarding academic outcomes, 96% of parents agree or strongly agree that Lowell Joint provides a strong core academic instructional program. Furthermore, 95% of parents agree or strongly agree that the program is balanced in terms of core course offerings, including language arts, mathematics, science, social studies, art, music, and physical education. Both these percentages are slightly higher than last year, indicating continuous improvement and parent satisfaction with the academic programs provided. 95% of parents agree or strongly agree that they receive adequate and timely information about their children's academic performance. This indicates that parents feel well-informed and involved in their children's education, which is crucial for supporting academic success. Additionally, 92% of parents feel that school staff assist effectively with the resolution of any academic concerns, reinforcing the collaborative effort to enhance student outcomes. The district has also made substantial progress in providing adequate resources and support to both students and families. The recent hiring of additional counselors, psychologists, and a behavioral specialist has expanded the capacity to offer personalized support services. These efforts are complemented by the ongoing partnership with Care Solace, which helps families navigate the healthcare system to access mental health services. Overall, the survey data reflects that the district's efforts in fostering collaborative problem-solving, effective communication, and accessible support services are yielding positive results. These strengths contribute significantly to building partnerships that support student outcomes, ensuring that students receive the comprehensive support they need to succeed academically and personally.

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.

An area for continued growth, confirmed by both survey data and in input meetings, is supporting enrichment and rigor for our GATE students. We are finishing the certification of all teachers in GATE with only about 30 teachers left across the district for the 2023-2024 school year. All 2nd graders were given a universal screener as one measure in identifying giftedness, and we added a 4th grade screener this year. As teachers increase focus on depth and complexity in the classroom, additional enrichment opportunities are being developed to address this need. When asked about opportunities for students to work above grade level, 65% of respondents Agree/Strongly Agree (up 2%) with an additional 25% responding that they didn't know. This speaks to the need to both increase opportunities and communicate with parents around services in support of our gifted and talented students.

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.

The Educational Services department has worked diligently to ensure that the identification process for gifted and talented services is all-inclusive. Using multiple measures with an opt out model for universal screening ensures access for all students as a baseline. Nonverbal elements to the assessment will help control for language issues in our English learners. Measures for creativity and leadership will also help widen the net for including students in the identification process. Training all teachers has been a vital part of the overall plan to ensure that teachers recognize the elements of giftedness regardless of formal identification. This includes our primary teachers in grades TK-2nd before students are even formally assessed as well as upper grade teachers for those students who demonstrate giftedness after formal identification. A Universal Screener for 4th grade was added this year for students entering the district after 2nd grade and for those not identified initially. All of this is designed to ensure that students traditionally underrepresented in GATE programs are having their needs met through a robust system of support

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.	3
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
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.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Each year, a Parent Survey is conducted in the spring to monitor parent engagement and obtain feedback from parents related to state priorities and local indicators as they align with both district and school goals within the Local Control Accountability Plan (LCAP) at the district level and the School Plan for Student Achievement (SPSA) at the site level. The survey was created to align with state and local priorities in six areas: Student Achievement/Course Access, Student Engagement, School Climate, Basic Services, Implementation of State Standards, Parent and Family Engagement. There is a section specific to parents of English Learners, and the survey is provided in both Spanish and English. While it is sent electronically, hard copies are always available on site for a family if needed. In addition to the LCAP Parent Advisory Committee, district personnel attended PTA meetings for each site to review the LCAP and ask for input from parents for determining actions and priorities in meeting the needs of students in

Lowell Joint. The Superintendent meets regularly with the PTA as well. A section of the Parent Survey targets Parent and Family Engagement specifically. Over 99% have electronic devices to receive digital communication with 98% who Agree or Strongly Agree that the schools provide a variety of ongoing communication to inform parents about their student's academic progress. The survey was designed by LJSD to align with specific areas of the Local Control Accountability Plan (LCAP) to measure progress on both state priorities and District goals. Results of the Parent Survey are shared with the Board annually in September, and the Principals are given site specific data to plan for parent and family engagement. There is an open-ended section on the survey for input related to the goals within the LCAP in addition to the face-to-face opportunities for parents to speak into the decision making process at both the site and district levels.

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.

When asked if parents and families are aware of and have multiple opportunities to be involved in their child's educational experience, 96% of respondents Agree or Strongly Agree. This is up 1% from the 2023 survey. There were 638 responses to the survey in addition to input from various Engaged Partner meetings. We had fewer parents attend the LCAP Advisory and Parent Advisory Committee meetings although we had high numbers for the PTA meetings in terms of getting parental input. As we have added elements to the LCAP around increased parent training opportunities, a piece of this will be to continue to solicit input during these times where we may have parents or guardians present that would not otherwise be at a PTA or committee meeting. The goal is to continue to foster relationships with parents to encourage them to participate in the decision-making process.

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.

As mentioned above, the District has focused on reaching out to families above and beyond the general lines of communication to ensure input in the decision-making process. The goal continues to be to work collaboratively with engaged parents and staff members to identify ways to increase involvement and encourage partnership with our underrepresented families. For example, the District has small pockets of languages other than Spanish, so we are working on ways to survey families in their native language where possible to determine strategies to increase overall engagement for our English learners. The increased offerings for before and after school provide additional avenues to connect with parents around family needs that can support decisions about programming. The pilot of "Love and Logic", a six-week training for parents, was very successful with parents asking for additional follow-up and future trainings. Through these types of trainings, we can encourage feedback and input to inform the Goals and Actions within the LCAP.

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.

In the most recent school climate survey administered in the 2023-2024 school year, we received 1,212 responses from students in grades 3-8, a significant increase from the 357 responses in the previous year. Additionally, parent responses provided further insights into perceptions of school climate. From the parent survey, 95% or more of parent respondents marked "Agree" or "Strongly Agree" with the statement, "I feel welcome at my student's school." This is slightly higher than the previous year's 94%, showing a continued high level of parental satisfaction and engagement. Additionally, 98% or more of parent respondents marked "Agree" or "Strongly Agree" with the statement, "I receive information about my student's academic performance through report cards, progress reports, email, parent-notification letters, and/or parent conferences/phone calls." This is an increase from 95.78% last year, indicating improved communication efforts. Furthermore, 92% or more of parent respondents marked "Agree" or "Strongly Agree" with the statement, "Our school is safe, orderly, and well disciplined." This is a slight increase from 91.58% the previous year, reflecting ongoing efforts to maintain a positive and safe school environment. From the student survey, 82.1% of students (36.8% "Strongly Agree" and 44.6% "Somewhat Agree") indicated that they feel safe at school. This is consistent with last year's data, where 82% of students felt safe at school. Additionally, 78% of students (55.1% "Somewhat Agree" and 22.9% "Strongly Agree") indicated that they like school. This marks a slight decrease from the previous year, where 95% of students said they were happy to go to school. However, the increase in survey responses may account for more diverse feedback and highlight areas for further improvement. Furthermore, 81% of students (52.3% "Strongly Agree" and 28.8% "Somewhat Agree") indicated that they know an adult at school they can talk to if they need help, reflecting strong student-teacher relationships. Lastly, 90% of students (57.1% "Strongly Agree" and 32.9% "Somewhat Agree") indicated that teachers treat them with respect, showcasing positive teacher-student relationships. The current survey of students, which is done through Goggle Forms, was not set up to gather personally identifiable information to disaggregate by student groups. We can draw some conclusions based on responses from the elementary sites versus the intermediate site and by grade level, but the survey will have to be revised in order to pull out variance among student groups.

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.

The analysis reveals several key differences between the elementary schools and Rancho-Starbuck. The percentage of students who strongly agree that they like school is higher in elementary schools compared to Rancho-Starbuck. Both elementary schools and Rancho-Starbuck show a good number of students feeling successful, but elementary students have a slightly higher percentage of strong agreement. The feeling of safety is strong in both groups, with slightly higher strong agreement at the elementary level. Elementary schools and Rancho-Starbuck both have high percentages of students who feel respected by teachers, with Rancho-Starbuck having a slightly higher percentage of strong agreement. The perception of clear rules and behavioral management is strong in both, with a bit more consistency in elementary schools. There are also some differences across grade levels. Younger students (grades 3-5) generally exhibit higher levels of strong agreement that they like school compared to older students (grades 6-8). Specifically, grade 3 students show the highest levels of strong agreement in liking school, with a gradual decrease as grade levels increase. Students in grades 3-5 also demonstrate higher levels of strong agreement in feeling successful at school, whereas grades 6-8 students show lower levels of strong agreement. The perception of having high standards for achievement is relatively consistent across all grades, but slightly higher in the lower grades. Additionally, younger students (grades 3-5) feel more strongly that their schools set clear rules for behavior, with this perception slightly decreasing in the higher grades (grades 6-8). Respect from teachers is perceived positively across all grades, but younger students (grades 3-5) tend to have higher levels of strong agreement compared to older students (grades 6-8). Similarly, the sense of safety at school is strong across all grades, with younger students showing higher levels of strong agreement. The presence of an adult at school that students can talk to if they need help is consistently high across all grades, though there is a slight drop in strong agreement in the higher grades, particularly in grades 6-8. As Principals are analyzing their site specific data, we will look at the raw data to determine if disaggregating by student group is possible to determine if there are any student groups that are experiencing negative aspects of school climate more than others. Changes to the survey will allow for this disaggregation next year.

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.

81% of students responding to the survey felt that they had an identified adult on campus if they needed to go to someone for help, which is a slight decrease from 82.6% last year. This is progress from earlier years but still not back to pre-pandemic levels of over 90%. This decline is concerning in terms of student connectedness on campus. Anecdotally, students are happy to be back and adjusting well, so additional conversations with students and support personnel are necessary to understand the root causes of these school climate concerns. To address these issues, the District has taken significant steps. We have hired three counselors and another psychologist for the coming year, and this year we hired a Behavioral Specialist to provide additional support. Care Solace remains a third-party vendor to help families navigate the healthcare system in connecting with mental health services. The District will continue to provide training and resources for teachers as we enhance our overall system of supports in the area of social-emotional well-being and mental health.

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)

For the elementary levels, teachers submit their daily schedule with clearly identified time blocks for all core subjects including ELD. Calendars and schedules for art, music, coding, STEAM lab rotations, and other programs are also monitored for access. At the intermediate level, the master schedule and student rosters are used to monitor access

and enrollment. Individual student groups are monitored throughout the year for involvement in both enrichment and intervention opportunities to ensure access to supports to increase academic success. This is monitored through sign in sheets as well as flexible grouping rosters that change throughout the year based on need. A Coordinator position was created for the 2022-23 school year with the additional Expanded Learning Opportunities Program to ensure access for Unduplicated Pupils (UPPs-Free/Reduced Lunch, Foster Youth, English Learners) through monitoring participation in before and after school intervention and enrichment in addition to intersession opportunities for the additional 30 days.

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)

All students have access to and are enrolled in a broad course of study within the district. This includes all required content areas (mathematics, English Language Arts, Science, History/Social Science, PE) and a variety of enrichment and support opportunities throughout the day. All students across the district are provided time with a certificated music teacher for choral instruction at the elementary level with courses offered in 7th and 8th grade for students who choose to continue. All 5th and 6th grade students are given access to band if they choose to participate in addition to offerings at the intermediate level that also include Drumline. With Chromebooks for all grades, students have access to technology for the purposes of developing keyboarding skills and learning how to become good digital citizens in addition to its integration into rigorous learning in developing 21st century skills. STEAM labs have been developed at each elementary site with a robust STEAM pathway at Rancho Starbuck that includes AP Computer Science. Rancho also has a Design and Construction course and offers Robotics for students. The District has purchased items for each elementary STEAM lab to create an equitable baseline for access. This includes Ozobots, Strawbees, Spheros, a green-screen set up, Breakout boxes, supplies for art, and furniture where needed. The award-winning Flex program at Rancho Starbuck provides additional access to enrichment opportunities ranging from learning calligraphy to cooking. As a district, we are implementing a more formalized GATE program including identification, training for all teachers, and enrichment opportunities open to all interested students while focusing on meeting the needs of our GATE students. The Dual Immersion program for TK-5th grade at one site and the Spanish elective for Rancho continue to support the development of offerings around World Languages. The Dual Immersion program will add a grade each year as it grows. A Music Production course, Drama, Art, Choir, Band, Drumline, and other offerings support the students that opt in to the Conservatory of the Fine Arts at Rancho and the Lowell Joint Youth Theater. We will continue to provide structured art opportunities with visiting artists at each grade level for elementary with an art course offered at Rancho. The eSports program at Rancho has taken off along with interest at a few elementary sites that are exploring eSports through clubs.

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)

All students receive a broad course of study. Additional personnel would certainly allow us to increase offerings and time allotted for various programs (art, music, coding, languages, etc.) Funding from Prop 28 will allow for this personnel to support expanding programs within the school day while we continue to offer opportunities through ELOP before and after school. One of our biggest growth areas continues to be the Dual Language Immersion (DLI) Program. Some of these enrichment offerings, like eSports, can be costly to set up and need to be prioritized in the budget, which we have been able to do. With looming budget cuts at the state level, it is possible that some of tehse programs will need to be scaled back.

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)

With the continuation of ELOP funding, we are fine tuning enrichment and intervention opportunities for both before and after school that will broaden the scope of offerings for students based on both interest and need. We have increased offerings for all 4-year olds as well as part of the Universal Pre-Kindergarten requirements. This includes additional students in the Transitional Kindergarten program as well as preschool offerings. The Learning Link

services children ages 0-5 who attend with their parent to help build school readiness skills and provide some parent training. We have over 100 families participating in the Learning Link, so we are looking to open a second one to meet the needs of these students. We opened a third preschool this year as well to ensure access to opportunities for developing school readiness skills to create that foundation for school success.. We will continue to look at opportunities to expand programs in an effort to address the whole child. Both the Prop 28 funding and the Arts and Music Block grant have allowed the district to hire additional personnel to support the expansion of some offerings and the development of the Lowell Joint Youth Theater.