



## Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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### Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

### Performance Standards

The performance standards for the local performance indicators are:

#### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0%

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

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**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				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

**Other Adopted Academic Standards**

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers					5
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.

Due to the pandemic, the district textbook adoption cycle was delayed for a time for history in the TK-5 grades. St. Helena Unified is now back on track with the adoption of history during the 2020-2021 school year at the lower grades. Grades TK-5 are now reviewing new math materials to pilot in the fall of the 2022-2023 school year.

## 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: <sup>1</sup>

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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



Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			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.				4	

**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.

SHUSD staff engaged its educational partners by obtaining input and feedback through various forums (meetings with bargaining unit representatives, emergency response teams, Superintendent's subcommittees, Parent-Teacher Group meetings, School Site Council, English Learner Advisory Committee {ELAC}, and others) throughout the course of the pandemic. This ongoing feedback informed the development and implementation of strategies to provide safe in-person instruction and address academic support and interventions.

In addition, based on the parent survey conducted in April 2022 below are current strengths within the district in building relationships:

Common themes from the parent survey are that SHUSD provides: 1) wonderful catering to inquiries/needs of students and parents in the school setting, 2) daily-weekly bulletins from schools that are helpful on what is happening on our campuses, 3) text updates from the district, emails from teachers, video from the district covering COVID were excellent, 4) easy access to communicate w/ teachers when needed, and 5) parents had the ability to meet with teachers.

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.

Areas SHUSD could improve upon as common threads in the feedback based on the parent survey conducted in April 2022 are as follows:

Providing more information to parents on individual teacher's policies, providing parents consistent access to google classroom from all teachers and to see future homework assignments, providing communication that does not feel one-sided from schools to parents, would like the student information system "AERIES" to be updated in a timely manner on students assignments and grading, and work on providing more translation for Spanish speaking parents at all schools from teachers and site-level staff.

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 continues to maintain a strong partnership with our community, including multiple opportunities for educational partners to be involved in the LCAP process. Monthly meetings are conducted via the LCAP Steering Committee; the composition of the committee includes district and site administration, faculty, classified staff, parents, community groups, and a student representative. These meetings are focused on goal review and progress as well as principal reports on implementation and challenges. Monthly agendas are posted on the district website for review at this link <https://www.sthelenaunified.org>.

Annually, the district conducts either multiple parent forums, parent/student panels, online surveys, and/or an educational partner's town hall to collect information from partners and students. In 2022, the district provided an online parent survey where over 325 responses were received. As the district wants to continue to provide opportunities for all, we provide multiple opportunities to collect information for each LCAP planning and then the development of the LCAP. Particular attention is always focused on subgroups in special education and English Learners through English Language Advisory Committees (ELAC) and District English Language Advisory Committee (DELAC) as these subgroups continue to be district priorities in services. In addition, students' voice was solicited by district staff during St. Helena High School leadership meetings and monthly student congress meetings. The district and school sites will start to hold some meetings at local venues to continue to solicit feedback and gain engagement from our underrepresented families.

The district also encourages parents and partners to participate in several superintendent sub-committees that meet regularly throughout the school year to provide more direct, consistent feedback on topics ranging from Budget, Facilities, Equity, Wellness and School Climate, Curriculum/Invocations/Technology, and Parent Advisory. These committees meet quarterly to share progress updates and reflections on district progress on LCAP-related goals and items that support the district's overall mission. The chief academic officer also met with both of our SHTA and CSEA unions monthly to gather feedback and provide information on district staff needs. We also sit on the county Special Education Local Plan Area (SELPA) committee to gather input and discuss county-wide and district needs around programs and services for students with unique needs. We have worked extensively with our SELPA director on improving outcomes on performance indicator review (PIR) results that are not meeting district expectations.

## Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
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.			3		

Building Partnerships	1	2	3	4	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.			3		

**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.

We started out the 2021-2022 school year more prepared than when we left school in June of the prior year. Schools were back to a full day of in-person instruction for all students and had a firm handle on our health and safety guidelines that needed to be followed during this pandemic to stay open. St. Helena Unified was better prepared to truly provide the best possible teaching scenario given the situation all districts were in due to COVID-19. Strengths are as follows: Online links were provided to parents when needed, parents felt that they always got resources on ways to support student learning at home when a student was out of school, schools also provided information and support as needed, and lastly, parents were grateful for the tremendous amount of resources offered to students and all the support academically and emotionally provided to students.

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.

Per educational partner input the following areas of improvement are recommended:

- 1) More seminars and virtual learning on how to help their children at home
- 2) Send more reading books home from the lower grades
- 3) Work on making parents feel that they can contact a teacher or administrator without being a bother
- 4) Publically communicate often that interventions are available before school or after school
- 5) Make sure home assignments connect to the curriculum being taught

The district will continue to hold multiple student panels/meetings throughout the 2022-2023 school year to collect students' voices and to continue with our parent forums to solicit parent/guardian voices on how we can assist in building partnerships for students outcomes. The district will also have various site-specific parent trainings either online or in-person on how to access and utilize all of the necessary online instructional materials and how to monitor student grades. SHUSD will work with the primary school and elementary school to send library books home as much as possible and when appropriate to support reading in the home. Each school site will communicate through flyers, blackboard connect, sandwich boards, and site bulletins often on what interventions, events, and programs are happening on campus at any given time. District staff compiled information from the LCAP student forums, the Wellness Student Committee feedback, and our parent survey to develop common themes. Communication with district partners is an area of growth that was a concern for many respondents. Finding the medium of communication to ensure that our community is aware of student progress and events will be a focus of district efforts. TK-5 parents valued the fall parent conference time to connect with their child's teacher and wished there was a spring opportunity to be added ideally. There was a strong response to ensuring equity at all schools and establishing policies and practices that support those efforts. As student and staff wellness was a focus this year, there continues to be a need for counseling as well as resources for positive mindsets. Students and parents desire to be a part of the school community by being on campus more frequently and feeling connected to the school site and staff.

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 district contracted with "Parents for Quality Education" (PIQE) to assist our underrepresented parents in understanding how the American school system works and how to advocate for their son/daughter within the school. 48 parents graduated from this program and the district will be building on some of the graduated parents to create a cadre of Hispanic parents for other parents to go to for support and assistance within the school system. For our parents of special needs, we will continue to be represented on the county community advisory council with the hope of adding more parents from SHUSD to attend the monthly meetings. All required policies and procedures go out to all parents at the beginning of the school year in all languages represented within the district which address parents' legal rights, as well as, parents' rights provided during all special education meetings.

### Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			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.			3		
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.

Areas of strength and progress are as follows per the parent survey:

- 1) Parents have many ways and lots of opportunities to get involved if interested
- 2) Parent groups are great
- 3) PTG and ELAC groups exist and try to keep parents informed
- 4) Parents have appreciated the town halls in the past
- 5) Meetings are open to anyone interested
- 6) District does a good job with engagement-at individual level could be improved
- 7) Schools really listen to input from PTG and the community
- 8) There are many groups and events where parents are asked to participate and volunteer

Also, the superintendent, chief academic officer, and chief business official have held virtual voluntary staff meetings this year and principals have held monthly staff meetings to discuss site-related issues and student learning needs. The student's voice was solicited during St. Helena High School leadership class by the chief academic officer and site principal. The chief academic/human resources officer meets weekly with both the SHTA (certificated staff) and CSEA (classified staff) union representatives to discuss various topics to solicit voices and input. The district maintains a strong connection with community businesses and educational partners through many committees and support from the St. Helena Public Schools Foundation, English Language Advisory Committees (ELAC), and Parent-Teacher Group (PTG) efforts at each site

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.

Areas for improvement are as follows:

- 1) Not all parents knew that committees, groups, and events were available for public input
- 2) Need to put a bigger effort in middle school and high school to seek input on big decisions from parents
- 3) At times there appears to be a disconnect between either a school event or a PTG event
- 4) Appears that some huge decisions were made without parent input
- 5) At times, difficult matters (race, hate-motivated behavior, and bullying) are not always addressed at the school or district level.

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.

This year, the district conducted one online educational partner's survey which was offered in Spanish as needed. Parent survey results were provided to the public at the May 2022 school board meeting. Underrepresented families will continue to be a focus of the district and have started with the work of the PIQE training, CABE attendance, and the hiring of a district bilingual/bicultural social worker/community liaison to assist in this process. Also, a weekly bilingual tech support person was provided to any parent (monolingual or not) needing to set up email, Gmail accounts, and how to access the student information system (AERIES) to monitor their child's grades, etc. This technical support will continue for next year. As a district, we have had success in increasing the number of Hispanic parents who have attended our ELAC meetings this school year. We believe this is due to holding some meetings in person and others virtually and also combining some of our schools for a joint ELAC meeting. In addition, the Parents for Quality Education (PIQE) was started at the primary and elementary schools this year and we had 48 Hispanic parents join the program. After two years of not being able to join the state CA Bilingual Education Conference (CABE) due to multiple factors, the four DELAC parent representatives, the district social worker, and the director of curriculum and instruction attended the conference online. A St. Helena Family and Community Engagement survey was completed by 325 parents for this school year and rated the district at 4.09 out of 5 being the highest on the following question: The school(s) provide multiple opportunities to engage in two-way communication between families and educators using both oral and written language that is understandable and accessible to all families. Next, several of the district subcommittees are held in a hybrid model of online and in-person this year. This makes it challenging to judge the total number of parents based on ethnicity. However, from an observational point of view, parents who attended all meetings attended with fidelity to show consistency in voice and to give their opinions.



## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

St. Helena Unified School District administers the California Healthy Kids survey every year in March in grades 5, 7, 9, and 11 to measure how we are performing on all factors related to school climate and culture as measured by student and staff perceptions. Results for this school year are not in yet for the March 2022 CHKS. A full report on the CHKS will be provided to the school board during the September 2022 board meeting. However, the district added an additional social-emotional learning survey this year through "DataZone" (DZ) in November of 2021. Information from that survey was presented to the school board in January 2022 and is on the district website.

Some highlighted results from the DZ SEL survey are below that have created actions within the LCAP starting in 2022-2023:

- There is at least one adult at my school I can talk to about my problems (71% at SHES responded yes, 55% at RLS MS, and 63% at SHHS)
- Students are treated equally when they break school rules is below 54% at all three schools;
- I think about other students' feelings are above 79% at all three schools surveyed.

Other data noted from local measures are that there continues to be a need to focus on school climate and culture at three out of our four school sites. There has been a rise in student conflicts at the elementary and secondary levels, an increase in selling drugs on campus, harassment and bullying, hate speech, and threats to cause harm. We have gone from 2 out-of-school suspensions for last year to already 16 out-of-school suspensions by the middle of April 2022.

As stated above, the district's areas of focus have been in the area of student wellness, student engagement, equity, and school climate by continuing to develop and implement multi-tiered systems of support (MTSS) within our schools. At the middle school level, they have increased their high expectations and caring relationship score by 9 points in the positive direction on the similar school ranking out of WestEd, and for 7th graders, the school connected scale went from 59% in 2019-to 20 to 74% for 2020-2021. Chronic sadness went down for 5th and 7th graders and thoughts of suicide went down for 11th graders. These are all good signs but it is noted that our students in 9th and 11th grade went up in chronic sadness. Even though we feel that we are effectivity working on this goal the need is great with students and staff needing emotional support and counseling this year.

The use of all data we gather from the CHKS and DZ SEL goes towards improving our systems. For this school year, health and wellness was probably the most needed intentional focus for this year as our staff and students were still not in a place of being internally or externally not centered on their work, school, or home life. It was as if everyone was trying to get things back to normal but due to factors out of our control, it was a feeling of less than "normal". Honesty, there is much to celebrate in this area as we provided many emotional supports and wellness opportunities for students and staff as we saw higher than normal generalized anxiety, exhaustion, and stress occurring throughout the school sites. As a district, we increased our student support mental health counseling services, and staff support activities. We moved some of our vertical articulation professional development around to make them

Wellness Wednesdays for the whole district staff to engage in predetermined wellness activities that they could select and held trauma-responsive training for all staff with follow-up small group zoom support from an outside partner organization. For students, we held a Wellness fair for both MS and another one for HS students. Our new district social worker started a support group for high school newcomers and a student wellness committee was established by HS students for HS students. In addition, we added social-emotional learning (SEL) and physical education to our summer programming in 2021 and will again in summer 2022 which was not part of programming in the past as we saw and see the need to take care of the whole student, even more, these days. At our lower grades, we brought in training for our kinder and first-grade teachers who in turn taught students about inclusion using rainbow kits which included a component on LGBTQ acceptance.

Planned safety actions will now include an intentional focus on restorative circles/justice due to the spike in suspensions this year at the secondary levels and reestablish some alternatives to suspension programs such as detention after school and on Saturday so as to not miss the class time when possible. Increase training on behavior threat assessments and work with the county consultant to work through some tabletop scenarios around threats.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1) The various selected measures presented are used for tracking access to, and enrollment in, a broad course of study are as follows: First, master schedules from all four school sites are reviewed by the district administration to make sure a broad course of study is provided per grade span. Also, there is a thorough review of the following pieces of data to further determine access and opportunity for all students. The data matrixes include the following: 1) Measures for Academic Progress (MAP) benchmark data given 3 times per year in all grades to ALL students in all schools, 2) State Test Results 3-8 and 11 grades, 3) Dual and AP class enrollment per student sub-groups, 4) AP test pass percentage of 3+, 5) A-G completion rates (UC/CSU qualifications), 6) CTE pathway or program of study completion, 7) Early Assessment Program (EAP) completion rate, 8) Seal of Biliteracy completion, and lastly 9) Golden Seal of Merit-Dual Enrollment classes.

Graduation rates are also tracked to ensure that all of our student groups are receiving a high school diploma based on the rigorous coursework and 250 credit requirements (excluding any student who might have an IEP working towards a certificate of completion within the district). The four-year graduation cohort is the percentage of students who entered 9th grade for the first time in the 2017-2018 school year and who received a high-school diploma within four years of entering ninth grade. The overall four-year graduation cohort rate was 87% in 2020-2021 a drop from 93% the year before. Our Hispanic student graduation rate decreased to 80% from 94% and the Socio-Economically Disadvantaged (SED) sub-groups decreased in their graduation rates to 80.9% from 87.4%. We can attribute all of

these drops to the pandemic and the disrupted learning all students have had to deal with over the last two years.

With strong overall standardized test scores, the focus to increase access for our Hispanic population drives our mission in upper-level coursework, which is promoted by the AVID program. All students have access to a broad course of study. A-G completion rates were at 45% in 2019-2020 and have now increased to 57% for 2021, all students have access to the A-G course requirements. SHUSD is committed to challenging and supporting all students to perform to pursue their highest aspirations. Early Assessment Progress scores for the ability to take college-level math are remaining low and a focus area for the district.

2) Summarize the extent to which all students have access to and are enrolled in a broad course of study. Below is a typical year of study for St. Helena students:

Grades TK-2 students have enrollment on average in the following classes per week:

Mathematics-5 days a week: 425 minutes per week

English Language Arts/English Language Development- 5 days a week: 450 minutes per week

Science-2 days a week for 40 minutes each time

History-Social Studies-2 days a week for 40 minutes each time

Physical Education-200 minutes every two weeks

Spanish Instruction-40 minutes per week

Bilingual Science Technology Engineering Arts Mathematics (BSTEAM) class-40 minutes per week

Music class-40 minutes per week

Grades 3-5 students have enrollment on average in the following classes per week:

Mathematics-5 days a week: 425 minutes per week

English Language Arts/English Language Development- 5 days a week: 450 minutes per week

Science-2 days a week for 45 minutes each time: 90 minutes per week

History-Social Studies-2 days a week for 45 minutes each time: 90 minutes per week

Physical Education-200 minutes every two weeks

Spanish Instruction-40 minutes per week: 5th grade an extra 30 minutes per week

Bilingual Science Technology Engineering Arts Mathematics (BSTEAM) class-40 minutes per week

Music class-45 minutes per week

Grades 6-8 students have access on average to the following classes per week:

Mathematics-250 minutes per week

English Language Arts- 250 minutes per week

Science-250 minutes per week

History-Social Studies-250 minutes per week

Physical Education-250 minutes per week

Electives/ELD-250 minutes per week

Enrichment/Intervention/Learning Center-250 minutes per week

Grades 9-12 students have access on average to the following classes per week:

Draft Course Catalog for 2021-2022 link:

<https://www.sthelenaunified.org/site/handlers/filedownload.ashx?moduleinstanceid=540&dataid=542&FileName=2021%202022%20COURSE%20CATALOG.pdf>

3) Identify any barriers to ensure access to a broad course of study for all students: At the high school level we no longer charge students to take the SAT, the district pays for any student that needs financial support. As a district, parents no longer need to pay for SAT Test Prep, we offer that service through one of our teaching staff at the high school. This has taken away the financial burden for both the testing and the test prep. Any student can enroll for PSAT and SAT test-taking at the high school. In addition, prerequisite course restrictions to take honors, dual or AP courses have been removed should a student feel that they would like to take those advanced courses during the scheduled time.

4) Based on all the measures, what revisions, decisions, or new actions will the LEA implement or has implemented to ensure access to a broad course of studies: Built into the LCAP for 2022-2023, the district will be reviewing with educational partners current practices and policies within our entire TK-12 school system around access and



opportunity to amend were needed to ensure our systems are truly equitable. We have specifically built goals in the LCAP around reviewing systems to remove any barriers. The following supports are planned: 1. Continue building the Professional Learning Community (PLC) structure TK-8 in order to use multiple measures to inform instruction and provide interventions sooner 2. Continue the professional development of staff in language acquisition to assist with lesson planning to support all students to achieve academic success 3. Maintain enrollment with open access to Advanced Placement classes in all subgroups 4. Increase opportunities and access for dual enrollment and/or industry certification standards 5. Continue to meet or exceed the University of California and California State University graduation requirements 6. Increase the number of students who are ready for college coursework based on the Early Assessment Program (EAP) results in English and Mathematics by providing additional support within the school day 7. Increase the number of students who receive the Golden Seal of Merit diploma and the Seal of Biliteracy 8. Increase the number of students who complete a CTE pathway or program of study 9. Continue the process of creating a multi-tiered system of supports (MTSS) plan at all school sites and lastly provide in-school and afterschool supports to assist in helping Long-Term English Learners (LTEL) become reclassified before entering high school to allow for additional course options and pathways.

## 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.					