

## **LCFF Local Performance Indicators**

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.

### **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.

# Local Indicators

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

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.

## **LCFF Priority 2: Implementation of State Academic Standards**

The LEA annually measures its progress implementing state academic standards.

## **LCFF Priority 3: Parent and Family Engagement**

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.

## **LCFF Priority 6: School Climate**

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.

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

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.

## **Local Indicator 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.

**LCFF Priority 1**

## **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

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

- **Teacher Misassignment:** **4** misassignments of teachers of English learners, **58** total teacher misassignments, and **31** vacant teacher positions.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home. **0**
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies). **0**

## LCFF Priority 2

### Implementation of State Academic Standards

#### 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.

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 Math					5
Next Generation Science Standards					5
History-Social Science					5

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

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.

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 Math					5
Next Generation Science Standards					5
History-Social Science					5

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

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).

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 Math					5
Next Generation Science Standards					5
History-Social Science					5

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

### 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.

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

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

### 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).

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

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

**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.

**Secondary:**

We have made progress in the area Visual and Performing Arts because all sites will be increasing the number of courses being offered.

We have also made progress in the area of World Language because we have aligned our Spanish Two- Way Bilingual Immersion Scope and Sequence to California Spanish Standards. We also adopted an updated textbook for our Spanish and French course in grades 7-11.

## LCFF Priority 3

### Parental Involvement and Family Engagement

#### 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.

In order 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.

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

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

Practices	Rating Scale Number
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
Rate the LEA's progress in creating welcoming environments for all families in the community.	4
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
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

*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 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.**

San José Unified's Family Engagement office focuses on providing opportunities for families to support their child, better understand the school system, and increase involvement in schools. One of the tenets of our strategic plan is "a unified community that elevates opportunities for all." Our goal is for at least 80% of our families to feel involved in their child's education. We have a district-wide initiative to focus on building relationships and connections with students and families.

San José Unified also staffs bilingual Family Liaisons (English and Spanish) at our Title I schools to support families, connect them with community resources, and help families navigate getting involved in their child's education. In addition to supporting families who request assistance, our Liaisons, in conjunction with the school staff and administrators, conduct outreach to work with families of students who may be struggling with regular attendance, academics, socio-emotional wellness or other areas.

Our family engagement staff attend monthly meetings with parent representatives from a variety of schools to collect feedback and share updates. In addition, our school administrators hold parent/family meetings at least once per month to provide information, respond to questions, and collect feedback. We formally collect feedback each spring through our district-wide climate survey, where parents can share their perspective on their interactions with their teacher(s), school, and district. All district-wide communications are shared with families in English and Spanish. Simplified Chinese is also provided for families at Williams Elementary school. Additional languages are available upon request.

### **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.**

San José Unified has implemented a new communication platform to better enable communication between the district, schools, and families. We leverage a combination of options, such as email, text, and phone calls to reach families and ensure they are engaged with their school community. Based on gathered feedback, we seek to increase access to the communication platforms by providing clear and consistent information at the start of the year, an orientation for new and returning families prior to the start of the school year (including an overview of apps for connecting with SJUSD), and ongoing district-level and site-based workshops focused on helping families connect with SJUSD, our schools, and our 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.**

San José Unified serves an extremely diverse and vibrant community. School staff provide outreach to families using multiple channels (phone, email, text) throughout the year. When reaching families becomes challenging, staff conduct home visits at a families’ residence, particularly if there is a concern with the student’s academic progress. We publish a directory of community resources that we can recommend to our families in need of additional supports and services.

We will continue to focus on reaching hard-to-contact families to build and sustain connections to their child’s school while also emphasizing strategies to increase access for newcomer immigrant families, English Learner families, and others with whom connecting has been a challenge in order to increase overall participation in decision-making committees and engagement in school and district events. We also plan to provide professional development to school staff focused on creating and sustaining welcoming environments for all families. Progress towards improved engagement will be evaluated by gathering feedback from school staff and parents.

**Section 2: Building Partnerships for Student Outcomes**

Practices	Rating Scale Number
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
Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	4
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.	4
Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

*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 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.**

The Family Engagement team hosts a variety of events, workshops, and trainings to help families support both the academic and social-emotional needs of their children and work in partnership with the teachers and school. Navigating the world of public education can be challenging, particularly for families who are new to the district, state, or country. We focus on equipping families with the necessary vocabulary to work with the teachers and school to be more involved with their school. Throughout the year, we offered classes/workshops to support families with topics such as acquiring English as a second language (for caregivers), understanding their child's status as an English Learner, state academic assessments, a variety of mental health topics, and supporting their child's transition to middle and high school. Workshops that are delivered via webinar are recorded and available for viewing on our district website in English and Spanish.

**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.**

The area of improvement involves how we provide information to families. Families are provided information early in the year about how to navigate apps that are key to families staying current with student attendance, assignments/grades, and connecting to web meetings and workshops. These provide families with an understanding of how they can follow their child's academic progress, communicate with teachers and school staff, and engage in workshops that will help them support their child's academic and socio-emotional well-being. Communication of these topics should recur consistently and strategically throughout the school year to ensure introduction and increased comfortability with it. Additionally, workshop topics scheduled for next year will address district-wide needs, such as attendance, grading, and academic assessments, as well as needs of specific groups (English Learners, transitions to middle and high school, students with disabilities, etc.).

**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.**

San José Unified will provide multiple opportunities for parents/guardians to learn about the various school and district level leadership committees. In addition, leadership training will be provided for those who are serving, or interested in serving, as representatives on school or district committees. We plan to develop a consistent district-wide system of providing important information (e.g. an orientation) to English Learner and newcomer immigrant families to better support them as they enroll in SJUSD schools. Workshop topics provided in 2024-2025 will include areas suggested in collected parent feedback. We plan to provide professional development for our

teachers and administrators to help them invite family engagement, particularly with our difficult to reach families. Progress towards improved engagement will be evaluated by gathering feedback from school staff and parents.

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

Practices	Rating Scale Number
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.	4
Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
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

*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 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.**

San José Unified has a robust group of school level and district level parent committees and advisory groups. We provide training for parents/guardians who want to get involved with a committee and for committee members on their role and responsibility. We build capacity in these parent committees and advisories and to remove barriers that prevent more parents/guardians from participating.

We have also been leveraging surveys to gather input from committee members and from workshop participants (via post-surveys) to gauge the importance of programs or initiatives and to inform our planning.

- 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.**

San José Unified has made progress in opening the opportunity for additional families to participate, but we are still challenged with recruiting underrepresented parents/guardians.

We review attendance data and feedback from meetings and events and share best practices across schools to increase family engagement. Average attendance for events has increased, but we receive feedback from a small percentage of the participants. We would like to provide additional mechanisms so parents/guardians who may be unable to attend a meeting can stay engaged and provide input and feedback.

**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.**

SJUSD seeks to provide early and consistent communication to underrepresented families about site and district committees to increase awareness and promote involvement with their child's school through new family orientations and direct messaging. Family workshops and webinars will be focused on topics applicable to the academic and socio-emotional well-being of their child. We expect this will lead to greater engagement and participation, and therefore greater opportunities for collecting feedback.

We will continue providing professional development to our parent liaisons to expand their outreach towards underrepresented families, including home visits for families that are difficult to reach in an effort to engage them and gather their feedback. Progress towards improved engagement will be evaluated by gathering feedback from school staff and parents.

# LCFF Priority 6

## School Climate

### 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.

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.

**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.**

San Jose Unified uses an annual student climate survey and a safety survey to measure student safety and connectedness. In the Fall of 2023, 82% of elementary school respondents said they feel safe at school “always or most of the time. 78% of middle and high school respondents said they feel safe at school “always or most of the time. Other questions that were asked were,” I can talk to someone if I need help.” 78% of elementary respondents “strongly agreed or somewhat agreed” and 81% of middle and high school respondents “strongly agreed or somewhat agreed”.

**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.**

While we have seen an increase in student feeling connected on middle and high school campuses, we have a decline in connectedness at the elementary level. We do see a minimal decline with Hispanic respondents between 0 and 4% on each question. This reflection may be due to decline in student attendance post covid. There has also been a decline in the number of community events on campus post covid.

**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.**

In 2023-2024 we prioritized increasing student attendance. The primary strategy for increasing school attendance was focused on building positive relationships at school. Research shows when students and families feel connected to school, they are more likely to attend. We have seen a decline in our chronic absenteeism by 7.5%. We are committed to continue our focus on supporting social emotional as well as academic needs. Thus, all SJUSD campuses have at least a part time counselor assigned to their site. In addition to outside agencies to support students with social emotional and behavioral needs. Each site has access to a student services coach to support with school climate and culture. Our focus remains on improving attendance and providing social emotional support for all students to improve school climate.

## **LCFF Priority 7**

### **Access to a Broad Course of Study**

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.**

Grades TK-5: All elementary students have access to core subject areas including ELD. The district has an instructional schedule for all grades and programs that includes these subjects. Additionally, principals collect individual teacher schedules and conduct periodic walkthroughs to monitor implementation of approved schedule.

In K-5, students are assessed at a minimum of 4 times per year in ELA/SLA with Istation ISIP reading assessment. They have the option of assessing up to once a month. K-5 writing is assessed up to 3 times per year through genre specific Writing Performance Assessments, Narrative, Informational, and Opinion/Argument. 3-8 NWEA math assessments are administered 4 times per year. All data is used to identify trends as a district, but are also broken down by school site, grade level, and sub groups to identify student needs and develop goals.

Grades 6-12: We use our student information system, Infinite Campus, to assess student enrollment in a broad course of study. All students have access to Language Arts, Math, Science, Social Studies, World Languages and PE. Art, music, and other elective options are also available for students. English Learners have access to ELD courses appropriate to their English Development level. Due to smaller numbers of ELs, 1 middle school and 1 high school provide designated ELD through small group instruction in a content area course. Long term ELs in grades 11<sup>th</sup> and 12<sup>th</sup> grade do not have access to ELD, but we are in the process of developing courses in a way that will not limit EL students' access to other content courses. Student progress in ELA is measured by a common Writing Performance Assessment administered twice a year and in grades 6-8 students take the NWEA Literacy Assessment 3 times a year. Student progress in math is assessed by the NWEA MAP assessment administered three times a year in grades 6-8, Algebra I, Geometry, and Algebra II. Data protocols are done after each assessment to determine areas of strength of need. Planning is also done based on the results. In addition, site administrators and central office staff conduct regular walkthroughs using locally developed tools to monitor implementation of instructional strategies, grade-level standards and curriculum. Follow up professional development is created based on the needs that are documented during walkthroughs.

- 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.**

Grades TK-5: All students have access to Language Arts, Math, Science, Social Studies, Health, PE, and ELD. Arts education teachers will be providing instruction in the arts beginning in the 2024-2025 school year. Five of our elementary schools provide Spanish Two-Way Bilingual Immersion programs.

Grades 6-12: All students have access to Language Arts, Math, Science, Social Studies, World Languages, and PE. English Learners have access to ELD courses appropriate to their English Development level. Due to smaller numbers of ELs, 1 middle school and 1 high school provide designated ELD through small group instruction in a content area course. Long term ELs in grades 11<sup>th</sup> and 12<sup>th</sup> grade do not have access to ELD, but we are in the process of developing courses in a way that will not limit EL students' access to other content courses. Art, music, and other elective options are also available for students. Secondary sites will be adding more options for arts and music education in the 24-25 school year. Two middle schools and 2 high schools offer Spanish Two-Way Bilingual Immersion programs. In addition, 1 middle school and 1 high school are International Baccalaureate.

**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.**

Grades 1-12: The length of the school day is our primary barrier as students are not able to take additional courses. Also, declining enrollment has impacted the number of staff at some secondary sites therefore decreasing the number of courses that can be offered.

**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?**

We have made progress in this area. We have added Ethnic Studies courses in grades 9<sup>th</sup>-11<sup>th</sup>: 9<sup>th</sup> grade is an elective course, 10<sup>th</sup> grade is an ELA course and 11<sup>th</sup> grade is a Social Studies course. We have eliminated a 2- period course for long term English Learners thus allowing them to access all content areas and added a designated ELD course for long terms ELs that is A-G approved for English credit. We are also developing the long term designated ELD course for students in 11<sup>th</sup> and 12<sup>th</sup> grade.



