2024-25 Local Performance Indicator Self-Reflection

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Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	155.5	132.50	3	3	0	0	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)	1

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

NA

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

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

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					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

> CSD has a multi-year curriculum framework that delineates the implementation stages of subject area standards, instructional materials, and professional development. All district-wide professional development days provide our teachers with training and collaboration time focused on areas of need based on staff feedback. Ensuring that staff is adequately equipped and enabled to instruct our students is critically important. In addition, the district continues to provide support and training on current district-wide instructional initiatives in a Multi-Tiered System of Supports, Social-Emotional Learning, Assessment, Guided Language Acquisition by Design, Educational Technology, and Professional Learning Communities. Providing ongoing professional development for all staff will remain constant. The district's professional learning sessions, which focused on supporting teachers and staff regarding content standards, curriculum, assessment, and best instructional practices, received positive feedback, particularly for their relevance to improving instruction. An overall average of 83% of respondents indicated "Agree" or "Strongly Agree"

across all sessions. Professional learning was provided as an effective use of time, and the average response from staff indicating "Agree" or "Strongly Agree" was 77.1%.

The district also surveyed staff about additional support in this area. The staff expressed a need for professional growth in various areas over the next three years. Key areas of interest include student achievement and assessment, particularly in physical education and science. There is a strong interest in language learning, with many wanting to improve their Spanish skills. Additionally, staff are keen to learn more about restorative justice and community building within classrooms. Other areas of interest include data-driven instruction, project-based learning, classroom management, integrating technology into teaching, dealing with challenging behaviors, and promoting mental health awareness among students. The following is a list of areas staff indicated that they would want to prioritize for professional learning in for the next three years:

1. GLAD Strategies: Staff expressed a strong interest in GLAD strategies, desiring certification, skill extension, and leadership roles in training. They perceive GLAD as an effective teaching tool.
2. Curriculum Mastery: Many staff, especially new teachers, want to master various curricula, including the new science curriculum, Benchmark, and FOSS. Mastery is seen as crucial for effective teaching and student success.
3. Restorative Justice: Staff wish to fully implement or deepen their use of Restorative Justice, viewing it as valuable for building classroom community and addressing behavior.
4. Behavior Management: There is a need to learn more about managing challenging behaviors and classroom dynamics. Effective behavior management is considered essential for a conducive learning environment.
5. Project-Based Learning (PBL): Staff aims to incorporate more PBL and learn effective implementation strategies, recognizing PBL as a way to enhance student engagement and learning.
6. Science of Reading: Several staff members want to understand the Science of Reading and its connection to the new Benchmark phonics system to improve reading instruction.
7. Writing Instruction: Improving writing instruction is a priority for many, with some looking to redevelop their approach, acknowledging its importance for student success.
8. Integration of Curriculum: Staff seeks to integrate new science curricula across subjects and with ELA, believing this enhances the relevance and applicability of learning.
9. Social-emotional learning (SEL): There is a desire to support students' social/emotional needs and promote mental health awareness, recognizing SEL's importance for student well-being.
10. Data-Driven Instruction: Staff want to learn how to use data to inform and drive instruction, seeing it as crucial for effective teaching and student success.

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.	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.	4
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.

Cambrian School District has a very involved and dedicated parent community. Many parents generously contribute their valuable time, energy, and financial resources to ensure our district provides a stellar learning environment for our students.Cambrian has made significant strides in building strong relationships between school staff and families. One major strength is the implementation of open communication channels, including regular newsletters, emails, and social media updates, ensuring families are well-informed and engaged. The district has also established robust family engagement programs, such as workshops, family nights, and volunteer opportunities, which help create a sense of community and partnership. Additionally, school staff have undergone cultural competency training to better understand and respect the diverse backgrounds of students and their families, fostering a more inclusive environment. The district has also set up responsive feedback mechanisms to collect and act on family feedback, ensuring their voices are heard in decision-making processes. Furthermore, the district provides support services like counseling and translation to assist families in navigating the education system and overcoming any barriers to their children's success. These efforts have significantly improved trust, collaboration, and mutual respect between school staff and families, contributing to a more supportive and effective educational environment.

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.

The district has identified several areas for improvement in building relationships between school staff and families. One key area is enhancing two-way communication, ensuring that family feedback is collected and acted upon more effectively. Another focus is increasing cultural sensitivity and inclusivity through ongoing professional development for staff, aiming to address the diverse needs of all families better. The district also aims to expand its outreach efforts, particularly to underserved communities, to ensure that all families feel welcome and valued. Additionally, there is a need to provide more accessible support resources and services, such as language assistance and parent education programs, to help families engage more fully in their children's education. These improvements foster stronger, more collaborative relationships between school staff and families, ultimately supporting student success.

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 will continue to engage all educational partners in meaningful dialogue and provide input on the LCAP development and implementation through a districtwide formal process. These formal processes and opportunities include School Board meetings, the District LCAP Advisory Committee, which includes certificated and classified union representatives, school and district office administrators, general, special ed, and EL parent representatives from all school sites, and student representatives. The District English Learner Advisory Committee (DELAC) also plays a critical role in these processes to ensure that our EL students' needs are addressed. From the site level, our school administrators employ the same engagement process with their School Site Council (SSC), English Learner Advisory Committee (ELAC, Home & School Club (H&SC), and various community meetings. Parent input and involvement in the development and annual review of districtwide and site-based objectives occurs via participation, scheduled meetings, and surveys at the site and district levels. The district will utilize ThoughtExchange next year, a new engagement platform to provide all educational partners a different way to provide their input and the district the ability to share their input in real time.

The District Parent Involvement Policy is distributed annually to all parents and guardians at the beginning of each school year. The policy is based on Board Policy and Administration Regulations and is reviewed regularly to ensure federal and state regulations compliance. Recommendations and feedback from district and school-based parent advisory groups inform any changes to the policy. We assist our parents in understanding academic expectations through several strategies. These include regular principal coffees at school sites, including schools receiving Title I funds. These meetings address various topics to help parents understand state standards, the instructional program, and how they can best support their children's achievement in school. Classroom-based information is provided via Back-to-School sessions and one-on-one with parents at conferences each trimester. A report card companion containing parent-friendly language describing the academic goals for each trimester for English language arts and mathematics accompanies progress reports.

The LCAP development process provides many opportunities at the sites and district level to assist parents with understanding expectations for their children. Staff at every school and our district office contribute to warm, welcoming environments dedicated to providing exceptional customer service to all parents. High levels of attendance at parent conferences, principal coffees, and other school and district-based events, as well as high numbers of parents volunteering at school sites each day, provide evidence of effectiveness in this area. Regular communication from school and district leaders reinforces the importance of parent involvement.

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.	4
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.	4

Practices	Rating Scale Number
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.

Cambrian has made significant progress in building partnerships to enhance student outcomes. A major strength is the successful collaboration with our families, staff, and the community by providing students with diverse learning opportunities such as arts, music, extended enrichment learning, and numerous intervention programs during and beyond the school day. These partnerships have enabled the district to access additional resources and expertise, enriching the curriculum and supporting student learning inside and outside the classroom. Furthermore, partnerships with educational organizations have facilitated advanced professional development for teachers, improving instructional strategies and boosting student engagement and achievement. The district has also collaborated with community groups, such as the Cambrian Community Foundation, Project Cornerstone, and Health Connected, to develop programs encouraging greater parent and family involvement in education, acknowledging families' crucial role in student success. Additionally, partnerships with research institutions have allowed for data-sharing agreements that enhance the district's ability to track and analyze student performance, leading to more informed decisions and targeted interventions. These efforts have strengthened the district's capacity to provide a supportive and dynamic educational environment, resulting in improved student outcomes and a stronger community network.

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 district has identified several key areas for improvement in building partnerships for student outcomes. A primary focus is to enhance project-based learning (PBL) opportunities by collaborating with parents, staff, and community organizations to provide students with real-world, hands-on learning experiences. The district also aims to create more enrichment learning opportunities that cater to at-risk students and those achieving high levels. This includes developing differentiated programs to meet the diverse needs of all students. The district also seeks to strengthen engagement with parents and families by developing more inclusive and accessible programs encouraging active participation in their children's education. Furthermore, there is a need to improve data-sharing practices with educational partners to ensure more effective tracking and analysis of student performance, leading to better-informed decision-making. These improvements foster stronger partnerships that directly contribute to enhanced student outcomes.

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 plans to improve the engagement of underrepresented families by implementing several targeted strategies. A key focus will be operationalizing equity, emphasizing implementing the Multi-Tiered System of Support (MTSS) framework. This ensures that deep, meaningful, and relevant learning is accessible to all students, regardless of their background or circumstances. The district has improved the use of various communication tools to reach English learner families, including a Multilingual Learner Newsletter. Additionally, all students have access to high-quality tier 1 instruction and tier 1 interventions, with support provided within their core classes before referring them for additional services. The district will establish more culturally responsive communication channels to engage underrepresented families further, ensuring all families feel welcomed and understood. This includes providing materials and resources in multiple languages and using various platforms to reach a wider audience. The district will also develop community outreach programs to engage underrepresented families, such as hosting community events and workshops at accessible locations and times.

Moreover, the district will collaborate with local community organizations and leaders to build trust and foster stronger connections with these families. To ensure their voices are heard, and their needs are met, the district will ensure that our advisory councils and focus groups include representatives from underrepresented communities. Professional development for school staff on cultural competency and inclusive practices will enable better support and engagement with all families. This comprehensive approach aims to enhance student outcomes through stronger family and community partnerships, supporting teachers and school sites in accessing reliable and usable data to guide decision-making about instruction, programs, and student services.

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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
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.	4

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.

CSD has demonstrated several strengths and notable progress in seeking input for decision-making. Inclusive educational partners engagement actively involves a diverse group of parents, students, teachers, and community members, ensuring a broad spectrum of perspectives. The district employs transparent communication channels, such as committee meetings, surveys, and digital platforms, to gather feedback, making the process accessible. A key component of this engagement is the consultation through the LCAP review and development process, providing valuable information on supporting families in maintaining high levels of involvement. For instance, the Educational Services department hosted workshops for English learner parents on topics like Understanding the ELPAC, How to Support Your Child, Language & Literacy using Imagine Learning, Parent Involvement, and Resources for Families of English Learners. These workshops were prompted by the annual DELAC Needs Assessment Survey, demonstrating the district's commitment to data-driven decision-making. The structured process for regular feedback allows continuous improvement based on the community's needs and concerns. Additionally, CSD fosters a collaborative environment where stakeholder input is integral to the decision-making process, promoting a sense of ownership and community involvement. These strengths highlight the district's dedication to creating an inclusive and responsive educational environment.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district has identified several focus areas for improvement in seeking input for decision-making. While technology effectively communicates information and requests feedback about LCAP goals from the Cambrian community, there is room for enhancement in these processes. Information and questionnaires are posted on the district and school websites, and a survey for educational partners will be posted throughout the year. Increasing engagement with these online resources remains a priority. Requests for feedback and participation are currently sought through email communications schoolwide and districtwide, yet the district aims to improve response rates and ensure comprehensive participation.

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.

Special emphasis is placed on soliciting feedback from all parents, including those of English learners, students receiving Special Education, foster children, and families whose children receive free or reduced lunch. By focusing on these areas, the district seeks to enhance the inclusivity and effectiveness of its decision-making processes. Despite not having any language groups above the 15% threshold for mandatory translation services as specified by the Ed Code, the district ensures that information for families of English learners is communicated in English and other languages. This is achieved through the use of Google Translate. Additionally, the district actively informs parents about various language resources available to help them access critical information. By doing so, the district aims to create a more inclusive environment where all families can effectively participate in decision-making processes, regardless of language barriers. This approach broadens the avenues for seeking input and empowers underrepresented families by providing them with the necessary tools and resources to engage meaningfully.

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.

Our school sites have embraced, utilized, and implemented social-emotional learning (SEL) with fidelity throughout the school year. Our community values and believes that students must have a choice and voice in their learning. We believe that when students are empowered, they will be deeply engaged in learning.

The district conducted two assessments to gauge student well-being and school climate:

1. PBIS School Climate Survey
2. mySAEBRS (Social Academic Emotional Behavior Risk Screener)

The district's school climate initiatives, as assessed by the annual PBIS School Climate Survey, reflect significant positive impacts on students' perceptions of their school environment. The survey, administered to 2,116 students in grades 2-8, provides insights into the effectiveness of the district's SEL programs and other climate initiatives. The data from this survey could not be disaggregated by significant student groups during this administration. Below is a summary and analysis of the survey results:

1. I like school: 85% of students responded "Agree" or "Strongly Agree," marking a substantial increase of 12% from Spring 2023. This indicates a growing enjoyment and satisfaction with the school experience.
2. I feel like I do well in school: 93% of students felt they performed well academically, an 8% increase, suggesting that students' confidence in their academic abilities has improved.
3. My school wants me to do well: 90% of students felt supported by their school, with a 3% increase, highlighting the district's effective encouragement of student success.
4. My school has clear rules for behavior: 89% agreed that behavioral expectations are clear, a 3% increase indicating that implementing clear rules is being recognized and appreciated.
5. Teachers treat me with respect: 87% of students felt respected by their teachers. However, this represents a slight decline of 2%, suggesting a need for ongoing efforts to ensure respectful teacher-student interactions.
6. Behavior in class allows the teacher to teach: 65% felt classroom behavior is conducive to learning, a 2% decline, highlighting an area that may require further attention to maintain effective classroom management.
7. Good behavior is noticed at my school: 63% felt good behavior is acknowledged, a 3% increase, indicating improvements in recognizing positive student behavior.
8. I get along with other students: 82% felt they have good peer relationships, a 2% increase, showing enhanced student interactions.
9. I feel safe at school: 85% felt safe, a 5% increase, suggesting successful efforts to create a secure school environment.
10. Students treat each other well: 85% felt positive about peer treatment, a 12% increase indicating improved student behavior and relationships.
11. There is an adult who will help me if I need it: 71% felt they could rely on an adult for help, a 2% increase, reflecting the presence of supportive staff.
12. I feel safe during distance learning: 80% felt safe during distance learning, a 1% increase, showing consistency in the perceived safety of virtual learning environments.

The survey results indicate several positive trends in the Cambrian School District. An impressive 85% of students reported liking school, a substantial 12% increase from Spring 2023, highlighting growing enjoyment and satisfaction with their school experience. Additionally, 93% of students felt they performed well academically, an 8% increase reflecting improved confidence in their academic abilities. The support from the school is evident as 90% of students felt their school wanted them to succeed, marking a 3% increase. Behavioral expectations are clear to 89% of students, and there is also a 3% increase, showing that implementing clear rules is being recognized and appreciated. However, 87% of students felt respected by their teachers, representing a slight decline of 2%, indicating a need for continued efforts to ensure respectful teacher-student interactions. Classroom behavior conducive to learning was affirmed by 65% of students, a 2% decline, highlighting an area that may require more attention. Recognition of good behavior has improved, with 63% feeling acknowledged, a 3% increase. Peer relationships are strong, with 82% of students reporting good interactions, a 2% increase. 85% of students reported feeling safe at school, a 5% increase, suggesting successful efforts to create a secure environment. Positive peer treatment was affirmed by 85% of students, a 12% increase, indicating improved student behavior and relationships. Additionally, 71% felt they could rely on an adult for help, a 2% increase, and 80% felt safe during distance learning, a 1% increase, showing consistency in the perceived safety of virtual learning environments.

mySAEBRS

Although the district could not disaggregate our PBIS School Climate Survey data by significant student groups, in addition to the school climate survey, CSD administers the mySAEBRS (Social Academic Emotional Behavior Risk Screener) to all students in grades 2-8 at approximately the same period in the Spring. The mySAEBRS is a brief and contextually relevant self-rating of student risk for social, emotional, and behavioral problems. The screener is comprised of 20 items, each of which relates to a broad scale (Total Behavior) and three subscales: Social Behavior (7 items), Academic Behavior (6 items), and Emotional Behavior (7 items). While the mySAEBRS is intended to assess the student's level of risk on a broad scale of total behavior, the questions strongly correlate to school climate and students' feelings about school. As such, the district can use the results of the Spring SAEBRS and disaggregate them by significant student groups. 1,984 students in Grades 2-8 took the mySAEBRS. Below are the results:

Disaggregated Results
1. Overall Student Population (1,984 students)
   - High Risk: 1.16%
   - Some Risk: 10.69%
   - Low Risk: 88.16%

2. English Learners (192 students)
   - High Risk: 1.56%
   - Some Risk: 19.79%
   - Low Risk: 78.65%

3. Socioeconomically Disadvantaged (SED) Students (314 students)
   - High Risk: 1.27%
   - Some Risk: 19.11%
   - Low Risk: 79.62%

4. Students with Disabilities (212 students)
   - High Risk: 3.77%
   - Some Risk: 16.51%
   - Low Risk: 79.72%

The data sets reveal several key trends regarding student well-being in the Cambrian School District. Most students (88.16%) are at low risk for social, emotional, and behavioral problems. However, a small percentage (1.16%) are at high risk, indicating severe issues, and 10.69% are in the some-risk category, warranting attention for potential interventions. Among English Learners, there is a higher incidence of some-risk (19.79%) and high-risk (1.56%) categories compared to the overall population, with a lower percentage (78.65%) at low-risk, suggesting this group faces more challenges. Socioeconomically disadvantaged (SED) students show similar trends to English Learners, with 19.11% at some risk, 1.27% at high risk, and 79.62% at low risk, indicating that economic factors may impact their well-being. Students with disabilities exhibit the highest high-risk percentage (3.77%), with 16.51% at some risk and 79.72% at low risk, highlighting significant challenges for this group.

The mySAEBRS data provides valuable insights into students' social, emotional, and behavioral risks, highlighting areas needing targeted interventions. The elevated risk levels among English Learners, SED students, and students with disabilities indicate a need for specialized support and preventive measures to foster a better school climate and improve overall student well-being.

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 recent assessments conducted by the district, including the mySAEBRS (Social Academic Emotional Behavior Risk Screener) and the PBIS School Climate Survey, provide a comprehensive view of student well-being and school climate. The mySAEBRS assessment, administered to students in grades 2-8, revealed that 88.16% of students are at low risk for social, emotional, and behavioral problems. However, significant student groups, such as English Learners, socioeconomically disadvantaged students, and students with disabilities, displayed higher risk levels, indicating a need for targeted support.

The PBIS School Climate Survey, also administered to students in grades 2-8, reflected the positive impacts of the district's SEL programs and climate initiatives. Notably, 85% of students reported liking school, marking a substantial increase and suggesting growing satisfaction with the school environment. Additionally, 93% of students felt they performed well academically, indicating high self-efficacy. The survey also showed that 90% of students felt their school wanted them to succeed, highlighting the effectiveness of the district's support systems. Furthermore, 89% of students agreed that behavioral expectations were clear, correlating with the low-risk findings from the mySAEBRS assessment.

However, 87% of students felt respected by their teachers, representing a slight decline, which suggests a need for ongoing efforts to ensure respectful interactions. Additionally, 65% of students felt classroom behavior was conducive to learning, indicating an area that requires further attention. The survey results also demonstrated improvements in recognizing good behavior, with 63% of students feeling acknowledged for their positive actions and 82% reporting good peer relationships. Increased feelings of safety (85%) and the availability of supportive adults (71%) were also notable, aligning with the low-risk levels reported in the mySAEBRS assessment.

The district's initiatives have positively impacted the school climate, significantly improving several key areas. The increased percentages of students liking school, feeling they do well academically, and perceiving positive peer treatment suggest that the district's emphasis on SEL and empowering students yields positive results. However, the slight decreases in teacher respect and classroom behavior management perceptions indicate areas where continued focus and improvement are needed. The district's commitment to student choice, voice, and engagement is reflected in these positive trends, emphasizing the importance of maintaining and enhancing these efforts to support a conducive and respectful learning environment.

The mySAEBRS and PBIS School Climate Survey results demonstrate a generally positive school environment with effective SEL programs and supportive climate initiatives. Nevertheless, the district should focus on areas for improvement, such as enhancing teacher-student respect and classroom management and providing targeted support to high-risk groups to further enhance student well-being and academic success.

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.

CSD has actively implemented Positive Behavior Interventions and Supports (PBIS) to enhance the school climate and foster a conducive learning environment. The annual PBIS School Climate Survey and additional local data have highlighted several positive trends and areas needing attention, prompting necessary revisions and actions for continuous improvement. Key learnings from the survey and other data sources include increased enjoyment of school and perceived academic success, improved feelings of safety and positive peer treatment, and slight declines in teacher-student respect and classroom behavior management.

To address these findings, CSD plans to enhance teacher-student respect initiatives by implementing ongoing professional development, introducing regular feedback mechanisms for students, and encouraging restorative practices. Classroom behavior management strategies will be reinforced with additional training for teachers, more frequent positive reinforcement, and regular classroom observations with feedback.

The district will continue integrating Social-Emotional Learning (SEL) programs throughout the curriculum, providing additional resources for teachers and creating opportunities for student-led SEL initiatives. Improved student-teacher relationships will be fostered through mentorship programs, community-building activities, and ensuring every student can access a trusted adult. Data-driven decision-making will be emphasized, with regular review of survey data and stakeholder involvement in discussions about data findings and action plans. By adhering to the PBIS framework and making data-informed adjustments, the district aims to effectively support every student's academic and social-emotional development.

The PBIS model, a research-based strategy supported by the state of California and the federal Department of Education, uses a 3-tiered approach to reduce problem behavior as a barrier to student achievement. With only 180 days to advance academic progress each year, maximizing instructional time is crucial. Research shows that schools following the PBIS model recover thousands of hours of instructional time and, on average, four days of student instruction per year. By maintaining and enhancing these efforts, the district is committed to creating a positive and effective learning environment for all students.

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)

CSD employs several locally selected measures and tools to ensure all students have access to and are enrolled in a broad course of study. Specifically, Cambrian uses the following tools to track this access:

1. Instructional Program Data: This tool gathers comprehensive data on the instructional programs offered across different grade spans.
2. Track Physical Education Minutes: This measure ensures that physical education requirements are met according to the mandated guidelines.
3. PowerSchool Master Scheduling: This tool manages and monitors class scheduling to ensure a broad course of study is available to all students.

For Grades 1-6, the broad course of study follows the California Education Code (EC) 51210, covering:
- English Language Arts/Literacy
- Mathematics
- Social Sciences
- Science

- Visual and Performing Arts
- Health
- Physical Education
- Other studies prescribed by the governing board

For Grades 7-12, the broad course of study follows the California Education Code (EC) 51220(a)-(i), including:
- English Language Arts/Literacy
- History/Social Sciences
- World Language (Spanish)
- Physical Education
- Science
- Mathematics
- Visual and Performing Arts
- Applied Arts
- Career Technical Education
- Other studies prescribed by the governing board

These tools and measures allow the district to monitor and ensure that all students, including unduplicated student groups and individuals with exceptional needs, have equitable access to a comprehensive education.

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)

In reviewing school and grade level data for the 2023-2024 school year, we found that all elementary students had access to a broad course of study as outlined by CA Ed Code 51210. This includes comprehensive instruction in English Language Arts/Literacy, Mathematics, Social Sciences, Science, Visual and Performing Arts, Health, Physical Education, and other studies prescribed by the governing board. Similarly, an examination of student schedules and associated data for the 2023-2024 school year reveals that all middle school students had access to a broad course of study as outlined by CA Ed Code 51220(a)-(i). In grades 6-8, students were enrolled in all core subject matter courses, including English Language Arts/English Language Development, Mathematics, Science, Social Studies, and Physical Education.

Importantly, there were no differences across the district school sites regarding student groups' access to and enrollment in a broad course of study. The analysis showed that districtwide support and services are provided equitably and universally to meet the needs of all students. This indicates that Cambrian has successfully ensured that all students, including those from unduplicated student groups and individuals with exceptional needs, have equal access to the required educational programs. This equitable access underscores the district's commitment to providing a comprehensive and inclusive education for every student.

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)

Based on the results from the tools and locally selected measures, the district's review process has identified specific barriers preventing the LEA from providing all students access to a broad course of study. These barriers are primarily centered on programs and services for students with disabilities, particularly those with an individualized education plan (IEP) that requires 60% of the services to be provided within a self-contained classroom. This significant service requirement often limits the ability of these students to participate fully in the broad range of subjects and activities available to their peers. The need for specialized instruction and support in a self-contained environment can restrict their access to the general education curriculum, including subjects such as Visual and Performing Arts and PE.

Additionally, logistical challenges, such as coordinating schedules and resources to integrate these students into broader courses while still meeting their specialized needs, further complicate providing a comprehensive educational experience. Addressing these barriers requires targeted strategies and additional resources to ensure that students with disabilities receive the necessary support to access a broad course of study comparable to their non-disabled peers.

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)

In response to the tool's results and locally selected measures, the district has implemented and plans to implement several revisions, decisions, and new actions to ensure all students have access to a broad course of study. The district will review and potentially revise the master schedule to include more elective choices tailored to significant student groups, providing a wider range of educational opportunities. Enhanced language instruction strategies from the ELA/ELD and Universal Design for Learning frameworks will be shared with all teachers, ensuring students can better access the state standards. District-wide professional development will focus on strategies and differentiated instruction for English Learners, Economically Disadvantaged students, Students with Disabilities, and Foster and Homeless Youth, benefiting all students. The district will also provide targeted, differentiated instruction and extended learning time based on data review, meeting individual learning needs. Regular monitoring of student progress through formative and summative assessments will allow for instruction adjustments, aligning with state priorities of Conditions for Learning, Pupil Achievement, and other Pupil Outcomes. These strategies aim to overcome identified barriers, ensuring that all students, including those with significant needs, have equitable access to a comprehensive and inclusive educational experience.

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					

Coordinating Instruction	1	2	3	4	5
their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the 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.					