

2024 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
2023-2024	1329.9	89.87%	4.91%	2.48%	2.54%	.2%	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	

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	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.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, the San Ramon Valley Unified School District (SRVUSD) is deeply embedded in and connected to its community. The district is committed to engaging educational partners at a deep level. Feedback from educational partners was received through various channels, including surveys, the Superintendent Task Force, ThoughtExchange, focus groups, Principal Coffee Talks, town halls, staff meetings, and student surveys. During the 2023-2024 school year, all 35 school sites were visited by Dr. Malloy and a board trustee. During these visits, student and staff focus groups, as well as classroom visits, took place over the course of the two-hour sessions. Many valuable ideas were presented and captured in the feedback summary.

Additionally, Board Trustees and Dr. Malloy hosted office hours to provide community partners with opportunities to ask questions and share concerns. Feedback was also received at six Local Control and Accountability Plan (LCAP) meetings, which included teachers, principals, administrators, other school personnel, local bargaining units, parents, and students. Further feedback opportunities included the SRVUSD Community Advisory Committee (CAC), the SRV Council of PTAs meeting, and the SRVUSD District English Learner Advisory Committee (DELAC). The SRVUSD SELPA director ensures a continuum of special education feedback opportunities through regular committee meetings and the review and posting of local plans.

Additional groups engaged in the feedback process included DVSR Rotary, San Ramon Chamber, Danville Chamber, Discovery Counseling Center Board, SRV Mental Health Coalition, Parents, Families and Friends of Lesbians and Gays (PFLAG), APAPA (Asian Pacific Islander American Public Affairs), the Equity Committee, the Inclusion and Diversity Committee, and the SRVCPTA Exceptional Education Committee. Furthermore, SRVUSD developed district-wide steering committees composed of teachers, students, classified staff, parents, and administrators. These committees focused on SRVUSD's Strategic Directions: Equity, Social Emotional Well-Being, and Deep Learning. Each committee met at least five times, with sizes ranging from 15 members (Deep Learning and SEL) to over 75 members (Equity).

The first cycle of the steering committees concluded in May, and their feedback has been summarized. This comprehensive approach to community engagement ensures that diverse perspectives are included in decision-making processes, promoting an inclusive and responsive educational environment. By actively involving a wide range of stakeholders, SRVUSD demonstrates its commitment to transparency, collaboration, and continuous improvement, ultimately enhancing the educational experience for all students.

Timeline for Educational Partner Engagement:

SRVUSD pursued many avenues to engage all educational partners. LCAP meetings occurred throughout the 2023-2024 school year culminating in June a presentation to the School Board and public hearing. Town Hall meetings, focus group meetings, trustee office hours, school site visits with Dr. Malloy, and thought exchanges occurred from August 2020 through May 2024. Each steering committee group (Equity, Social Emotional Well-Being, and Deep Learning) met four times a year, commencing in September 2021 and concluding in May 2024. These extensive engagement practices have ensured broad-based input and active participation in district decision-making.

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 San Ramon Valley Unified School District (SRVUSD) made significant strides in fostering trust and collaboration among students, parents, and staff during the 2023-2024 school year. These efforts, led by Superintendent Dr. Malloy, his staff and our Trustees, involved comprehensive engagement with educational partners, resulting in actionable feedback and strengthened relationships within the school community.

Gathering Educational Partner Input

Dr. Malloy and the Trustee liaison visited all 35 sites, conducting classroom observations and meeting with certificated and classified staff, students, and community members. This robust approach yielded rich feedback, which informed subsequent discussions and office hours with each Trustee. These interactions, along with steering committee meetings, were crucial in fortifying the ties between the school district, staff, and families.

Improvement Suggestions from Educational Partners

Feedback from various steering committees, staff, students, and community members highlighted several key areas for improvement and innovation:

Equity Steering Committee Feedback

- ****STEM/STEAM and Arts Engagement****: Increase participation in STEM/STEAM and the arts.
- ****Career Technical Education (CTE)****: Expand CTE offerings for more career-focused education.
- ****Social Emotional Learning (SEL) and BIPOC Curriculum****: Enhance SEL programs and integrate diversity across all subject areas.
- ****Community Engagement****: Strengthen partnerships and communication with the community.
- ****Incident Communication****: Maintain transparent communication about incidents.
- ****Equitable Learning Environments****: Provide staff with actionable steps to create equitable learning environments.

Deep Learning and Innovation Steering Committee Feedback

- ****Online Video Series****: Develop a video series showcasing innovative work in the district.
- ****Integration into Meetings****: Incorporate discussions on deep learning into PTA meetings, Parent Nights, and other events.
- ****Consistent Messaging****: Deliver a uniform message across all sites regarding deep learning.
- ****Student Focus Groups****: Hold focus groups to understand student engagement preferences.
- ****Business Leader Engagement****: Collaborate with business leaders to identify key skills desired in future employees.

Social Emotional Well-Being Committee Feedback

- **District Wellness Days**: Organize wellness days to promote student well-being.
- **Safe School Ambassadors**: Implement the Safe School Ambassadors program in high schools.
- **Staff Book Studies**: Facilitate book studies for staff to support well-being and community building.
- **Wellness Wheel**: Highlight different aspects of wellness each month.
- **Parent/Caregiver Education**: Offer educational series for parents and caregivers.
- **Peer-Facilitated Discussions**: Initiate peer-facilitated discussions for parents and caregivers.

Detailed Feedback from Educational Partners

Student Feedback

- **Curriculum and Staff Diversity**: Increase the diversity of the curriculum and staff.
- **Homework and Tests**: Reduce the amount of homework and tests.
- **Stress Reduction**: Provide more time for fun activities to reduce stress.
- **Electives Variety**: Offer a wider variety of elective courses.
- **Wellness Rooms**: Create wellness rooms at all middle schools.

Staff Feedback

- **Collaboration Time**: Allocate more time for staff collaboration.
- **Administrative Support**: Increase administrative support to address negative behaviors.
- **Support Staff**: Employ more counselors, psychologists, and other support staff.
- **Resource Access**: Ensure equitable access to resources.

Community Feedback

- **Academic Progress Communication**: Improve communication regarding student academic progress.
- **Math Instruction**: Enhance math instruction and intervention.
- **Stress Management**: Support students in developing strategies to manage stress and workload.
- **Curriculum Relevance**: Increase the relevance of the curriculum.
- **Music Programs Support**: Offer additional support to music programs.
- **Physical Safety**: Ensure physical safety at school sites.
- **Inclusive Culture**: Foster a culture where all students feel respected, included, and safe.
- **Teacher Quality**: Employ and retain high-quality teachers.
- **Instruction Consistency**: Increase consistency across instruction and assessment methods.

Through these concerted efforts and collaborative feedback processes, SRVUSD aims to create an educational environment that is equitable, inclusive, and conducive to the well-being and success of all students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Based on the analysis of educational partner input and local data, SRVUSD has ensured that specific strategies are implemented to support successful school and family connections with a focus on reducing barriers to greater participation by parents, with significant attention given to parents who are economically disadvantaged, are disabled, have limited English proficiency, are migratory, have limited literacy, or are of any racial or ethnic minority background. SRVUSD provides translation services to parents with limited English Proficiency when providing information online, newsletters or meetings at school and district locations. However, with these opportunities in place, SRVUSD seeks to increase participation rates. Additionally, a continued focus area for the 2024-2025 school year will be the growth and development of the SRVUSD's District English Learner Advisory Committee (DELAC) and our Community Advisory Committee (CAC).

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.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Based on the analysis of input from educational partners and local data, it is evident that SRVUSD excels in fostering partnerships to enhance student outcomes. Survey data highlights a culture of responsiveness, emphasizing deep learning, innovation, equity, and social-emotional well-being. All K-8 schools hold conference weeks to support teacher-family partnerships, aiming to improve student outcomes collaboratively. Additionally, SRVUSD has increased the number of counselors across all grade levels, which enhances communication with educational partners and often results in timely interventions that boost student achievement and well-being. The district's commitment to these areas underscores its dedication to creating a supportive and effective educational environment, ensuring every student has the opportunity to succeed. Furthermore, ongoing professional development for teachers and staff fosters a continuous improvement mindset, equipping them with the latest strategies to support diverse learners.

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.

Based on the analysis of educational partner input and local data, it is evident that we need to significantly increase participation rates in parent workshops, understanding of college pathways, Career and Technical Education (CTE) programs, and career opportunities. Additionally, we must enhance understanding of math pathways and advancement, as well as the process by which diverse curricula are selected and implemented. Furthermore, SRVUSD is focused on improving articulation with local community colleges and businesses, exemplified by our new welding partnership for students. Strengthening these partnerships can lead to improved access, deeper learning, and innovative opportunities. Emphasizing community engagement and feedback will be crucial in driving these efforts forward and ensuring that the needs of all stakeholders are met effectively. By fostering these relationships, we can create a more cohesive and supportive educational environment that benefits students, parents, and the broader community.

- 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.

Based on the analysis of educational partner input and local data, SRVUSD has implemented specific strategies to foster successful school and family connections, with a focus on reducing barriers to greater parental participation. Significant attention is given to parents who are economically disadvantaged, disabled, have limited English proficiency, are migratory, have limited literacy, or belong to any racial or ethnic minority background. To support parents with limited English proficiency, SRVUSD provides translation services for online information, newsletters, and meetings at school and district locations. Additionally, SRVUSD has increased the number of Social Workers who offer a range of services including social-emotional support, counseling, transportation, and clothing assistance. A significant focus area will be services provided for English Learners. SRVUSD has expanded EL supports from being available at only three schools (elementary, middle, and high) to offering guaranteed services at all schools, allowing students to remain at their home school. Furthermore, extensive professional development for staff will ensure proper support is provided to all English Learners. By addressing these diverse needs, SRVUSD aims to create a more inclusive and supportive educational environment for all students and their families.

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

- 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.

SRVUSD is deeply committed to family engagement in advisory groups and decision-making. This is demonstrated through initiatives like Chats with Dr. Malloy, Office Hours with Trustees, advisory groups, Steering Committees, and task forces (GATE, CAC, PTA, DELAC, ELAC, LCAP Preschool Task Force, School Site Council, Equity Committee, Social Emotional Well-Being Committee). The district prioritizes robust community stakeholder engagement, collecting feedback via surveys, Superintendent's Task Force, Thought Exchange, Focus Groups, Principal Coffee talks, town halls, staff meetings, and student surveys. Additional input was gathered through six LCAP stakeholder meetings, the SRVUSD Community Advisory Committee, SRVUSD PTA Presidents meeting, and the SRVUSD District English Learner Advisory Committee. The SELPA Executive Director ensures comprehensive special

education feedback opportunities, reviewing and posting local plans, and regular committee meetings. Other groups involved include Danville/Ramon Rotary, San Ramon Chamber, Danville Chamber, Discovery Counseling Center Board, SRV Mental Health Coalition, PFLAG, Equity Committee, Inclusion and Diversity Committee, Grade Reform Committee, Student Senate, and the Exceptional Education Committee.

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.

Based on the analysis of educational partner input and local data, there is consensus that while there are multiple avenues for educational partners to provide input for decision-making, there is a significant gap in "who" is providing the input. Specifically, there is a notable lack of input from underrepresented families. In response, SRVUSD is making a concerted effort to elevate student voices through various initiatives, including the Student Senate, Student Steering Committees focused on Deep Learning and Innovation, Equity, and Social Emotional Well-being, as well as affinity groups, student advisory, and leadership programs. Additionally, SRVUSD is working to engage underrepresented families through targeted outreach, community events, and inclusion efforts to ensure a more diverse range of perspectives are considered in the decision-making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

After thorough examination of feedback from educational partners and local data, SRVUSD is poised to implement a series of targeted strategies aimed at enhancing the involvement of underrepresented families. These families were identified during the self-assessment phase for decision-making processes. The primary focus will revolve around actively seeking input to diversify the curriculum, providing recommendations for staff diversification, facilitating forums to address equity concerns, and extending access to social workers for gathering insights from underrepresented families. These multifaceted initiatives are designed to not only foster a more inclusive educational environment but also to ensure that the voices of all stakeholders are heard and valued in shaping the future of the district.

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.

2023/2024 California Healthy Kids Data

5th grade
Connectedness 82%
Safety 89%

7th grade
Connectedness 67%
Safety 73%

9th grade
Connectedness 67%
Safety 75%

11th grade
Connectedness 59%
Safety 75%

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

The analysis of data described in Prompt 1 has revealed key insights into the critical role of social and emotional factors in students' overall success. It indicates a strong correlation between academic performance and social-emotional skills, highlighting the importance of nurturing these skills for improved student outcomes. Moreover, research consistently shows that students with strong social-emotional skills exhibit greater resilience and adaptability, essential traits for navigating life's challenges. Prioritizing social-emotional well-being aligns with broader educational initiatives promoting equity, inclusion, and diversity, fostering empathy, understanding, and respect for others. Input from various stakeholders, including parents, teachers, students, and community members, underscores the collaborative approach to addressing these needs within the school community. By making social-emotional well-being a central focus of the Local Control and Accountability Plan (LCAP), institutions like SRVUSD are taking proactive steps to ensure students receive comprehensive support, recognizing that nurturing emotional intelligence alongside academic abilities is essential for long-term growth and fulfillment. This emphasis aims to create a more supportive learning environment where students can thrive academically, emotionally, and socially, contributing to their overall well-being and 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.

In response to local data analysis and key learnings, SRVUSD's LEA is making significant changes to support student well-being. Wellness rooms are expanding to middle schools, with increased counseling support at elementary levels. SEL curriculum integration and community engagement efforts are also prioritized, fostering a supportive environment. Robust data monitoring mechanisms have been established to track progress and identify areas for improvement, ensuring continuous enhancement of interventions and student support services.

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)

To monitor our students' engagement with a diverse curriculum, we employ various measures and tools: course catalogs, participation rates in programs and pathways, and personalized learning data. Adhering to the course catalog ensures that all SRVUSD students fulfill the required graduation courses outlined in the California Education Code. Moreover, SRVUSD conducts counseling sessions to analyze and ensure access for all students, including those categorized as unduplicated and individuals with exceptional needs. By maximizing the utilization of Schoology, Infinite Campus, and Illuminate, our educational sites can accurately pinpoint existing gaps and underlying causes. This comprehensive analysis is conducted at each site in collaboration with administration, counselors, teacher leaders, and liaisons, facilitating informed decision-making and support for all students.

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)

It is evident that students and families are availing themselves of the flexibility afforded by Personalized Learning Initiative PLIs. A notable portion of high school students is enrolled in one of 49 Career Technical Education (CTE) pathway courses within our district. Additionally, approximately 100 students are presently participating in the iQuest internship program across two high schools. This program facilitates close collaboration between students and teachers, convening regularly as a class to develop internships or self-studies tailored to individual interests and needs. Furthermore, the California High Integrated Maker's Education (CHIME) program encompasses six elementary schools and all grade 6 students participating in elective wheels from two middle schools. This initiative serves to introduce students with an interest in STEM subjects to various course and program offerings in technology, computer science, engineering, and science. Students with special needs often encounter challenges accessing elective courses due to space limitations in their schedules as outlined in their Individualized Education Programs (IEPs). SRVUSD remains committed to evaluating its policies regarding course availability to address concerns voiced by parents and guardians.

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)

The district is still grappling with financial challenges due to decreasing enrollment, yet it's actively seeking innovative funding avenues. Feedback from educational partners has highlighted that some students lack the essential information to fully utilize available resources. It was discovered that insufficient professional development on Tier 1 interventions was provided last year. This year, multiple district-wide steering committees have convened to enhance connections between the school and the community.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The district aims to enhance communication with all educational partners to promote awareness of personalized learning opportunities for students, thereby advancing accessibility and equity. Moreover, a committee has been formed within the district to assess bell schedules, with a focus on enhancing flexibility in scheduling and bolstering intervention strategies. Among its objectives, the committee will explore the potential benefits of adopting a standardized bell schedule. Through collaborative efforts between staff and management, initiatives are being

developed to broaden access to specialized coursework, such as Sign Language and Auto Shop, which may currently only be available at select sites.

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

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
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					

Coordinating Instruction	1	2	3	4	5
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).					
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.					

Coordinating Services	1	2	3	4	5
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.					
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.					