California Department of Education

January 2024

# Local Performance Indicator Quick Guide

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

## Performance Standards

The approved performance standards require an LEA to:

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

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)

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

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

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/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)

TheLEA 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)

Thecounty office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board/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.

## Local Indicator Self-Reflection Tools

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

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

### 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

0/0%

* Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

0

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)

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

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

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

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

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

#### OPTION 2: Reflection Tool

##### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

| **Academic Standards** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| ELA – Common Core State Standards for ELA | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| ELD (Aligned to ELA Standards) | [Enter 1, if applicable] | [Enter 2, if applicable] | 3 | [Enter 4, if applicable] | [Enter 5, if applicable] |
| Mathematics – Common Core State Standards for Mathematics | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Next Generation Science Standards | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| History-Social Science | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |

1. **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 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| ELD (Aligned to ELA Standards) | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Mathematics – Common Core State Standards for Mathematics | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Next Generation Science Standards | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| History-Social Science | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |

1. **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 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| ELD (Aligned to ELA Standards) | [Enter 1, if applicable] | [Enter 2, if applicable] | 3 | [Enter 4, if applicable] | [Enter 5, if applicable] |
| Mathematics – Common Core State Standards for Mathematics | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Next Generation Science Standards | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| History-Social Science | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |

##### Other Adopted Academic Standards

1. **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 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Health Education Content Standards | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Physical Education Model Content Standards | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Visual and Performing Arts | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| World Language | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |

##### Support for Teachers and Administrators

1. **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*

| **Activities** | **1** | **2** | **3** | **4** | **5** |
| --- | --- | --- | --- | --- | --- |
| Identifying the professional learning needs of groups of teachers or staff as a whole | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Identifying the professional learning needs of individual teachers | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |
| Providing support for teachers on the standards they have not yet mastered | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | 4 | [Enter 5, if applicable] |

##### Optional Narrative (Limited to 1,500 characters)

1. **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.**

Under the SAUSD umbrella our board priority outlines strategies to improve TK-12 outcomes, guided by the Framework for the Future, which inclused the revised Vision, Mission, Values, Graduate Profile, Learner progressions, and Learning Model. Teachers received framework and curriculum training before teh beginning of the school year as well as additional PD to include Thinking Maps, APL, GATE certification, AP training, and administrator symposium. Curriculum specialists supported tk-12 teachers with CA standards and the implementation of standards-aligned materials in ELA, math, social sciene, arts, and NGSS. Ongoing training provided individually and in groups. Science adoption continued for elementary. CLAS teachers provided pd aligned to graduate profile and learning model. Program specialists supported AVID, AP, GATE, induction, PLTW, PBIS, IEPs, etc. ELD was delivered through integrated and designated models with tier 2 and 3 supports as needed. Students access core instruction in CTE, health, VAPA, PE and TK-5 weekly music. Updated world language curriculum aligns with standards.

### 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

1. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
2. 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

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 – Full Implementation |
| 1. Rate the LEA’s progress in creating welcoming environments for all families in the community. | 4 – Full Implementation |
| 1. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | 3 – Initial Implementation |
| 1. 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 – Initial Implementation |

**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.

Under the SAUSD umbrella Family engagement is a district and Board priority, reflected in Wellness Centers at both of ALA's school sites and the support of 2 FACE Liaisons (1 at each site). These liaisons foster welcoming environments that connect families, staff, and community partners to build support networks, empower families, and improve access to vital resources. SAUSD has strengthened relationships with families through expanded outreach and culturally responsive practices. Key progress includes the Family Toolkit, listening sessions, and events like Camp Inclusioneer, where staff received professional development on cultural wealth. Initiatives such as the partnership with UC Irvine Active Playful Learning, Innovation Design Cohort to implement the Graduate Profile, and multilingual supports reflect a systemwide focus on family engagement, inclusion, and partnership. The District’s DAC, DELAC, Migrant Ed PAC, and CAC committees empower, inform, and support information-sharing across school sites. AIPAC continues to uplift Native American voices. Family Leadership and Community Advisory supports LCAP development and unites parent leadership groups. Newcomer, migrant, and foster families are supported by Educational Liaisons. FACE Liaisons at each site lead daily family and community engagement efforts.

1. 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.

Focus areas for improvement include building staff capacity through targeted training on cultural responsiveness, family engagement strategies, and onboarding families through our jump start programs for kindergarden, 6th grade and 9th grade. SAUSD continues to strengthen two-way communication by refining protocols, promoting shared decision-making, and expanding welcoming environments. The use of parent square adds to the ease of communication between familes. Additional priorities include developing a centralized system for managing community partnerships, increasing parent access to resources, and integrating Community Schools efforts. FACE Liaisons continue to lead efforts supported at Wellness Centers both schools, coordinating family events, workshops, and referrals for food, medical, and community assistance. A range of classes is offered to families, covering physical and mental health, academic expectations, and personal and professional development. Additionally, we are integrating arts, mental wellness, community strategy, and community engagement to further support holistic student and family success.

1. 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.

To improve engagement of underrepresented families, ALA under the SAUSD umbrella will continue to enhance staff professional development on culturally responsive practices and embed strategies that recognize families’ cultural wealth. The district will expand the Family Ambassador program to support onboarding and advocacy for new and underserved families. Efforts will also focus on strengthening two-way communication through empathy interviews, listening sessions, and accessible platforms, while developing inclusive spaces that promote trust, voice, and shared decision-making, specifically with targeted underrepresented groups. With SAUSD we will continue to expand and gather feedback to improve current practices and ensure student subgroup data guides decisions that support newcomers, special education, migrant, and foster youth. Ongoing professional learning will also engage all staff in community-building opportunities that deepen understanding, strengthen relationships, and build collective capacity to serve all families equitably.

##### 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

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 providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families. | 3 – Initial Implementation |
| 1. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home. | 4 – Full Implementation |
| 1. 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 – Full Implementation |
| 1. 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 – Full Implementation |

**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.

Through SAUSD partnership ALA strengthened partnerships to support student outcomes by aligning family engagement with initiatives such as the Graduate Profile, culturally responsive pedagogy, ethnic studies, and capacity building opportunities around grade level expectations, navigating school district supports, grading systems, college and career readiness, social emotional learning, gifted and talented education, special education, and behavioral supports. Initiatives like the University of California Irvine Active Playful Learning, and foster home-to-school connections, while events such as Camp Inclusioneer provide staff tools to better engage with families. Meetings such as DAC/DELAC, Migrant Education, Family Leadership and Community Advisory, AIPAC, and CAC elevate family voices and raise awareness about resources for our families and students. The Learning Walk at the site reinforces administrators, staff, and families' shared focus on students’ academic success and social-emotional well-being.

1. 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.

ALA through the SAUSD umbrella is prioritizing capacity building to strengthen partnerships that support student outcomes. Focus areas include expanding partnerships that support our work in cultural responsiveness, family engagement strategies, academic success, and frameworks, including the 10 Education Essentials, Cultural Wealth, and the Protective Factors. The district will enhance parent access to academic tools (e.g., Aeries, Xello), promote digital literacy, and increase opportunities for shared decision-making. Additional efforts include onboarding through the Family Ambassador program, improving two-way communication, and connecting families to resources through partnerships, workshops, and multilingual support systems. We will continue to integrate our work to provide family resources and services, as well as implement family educational preparedness programs through the 10 Essentials of Santa Ana.

1. 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.

To improve engagement of underrepresented families, ALA through SAUSD will expand access to tools and resources that directly support student learning to specific groups of parents. ALA will offer targeted workshops to underrepresented parent groups on academic expectations, social-emotional learning, and college and career readiness, including financial aid support and ELPAC resources. Through support from SAUSD, ALA will also strengthen culturally responsive training for staff and create more inclusive spaces for two-way communication, ensuring families are active partners in student success.

##### 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

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. | 3 – Initial Implementation |
| 1. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 3 – Initial Implementation |
| 1. 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 – Initial Implementation |
| 1. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3 – Initial Implementation |

**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.

ALA under the Santa Ana Unified School District (SAUSD) has made significant progress in seeking and utilizing educational partner input to guide decision-making. A key strength is the district’s intentional creation of inclusive, structured opportunities for input that elevate family, student, and community voice. Our families have opportunities to be a part of advisory groups such as the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), Migrant Education PAC, and Community Advisory Committee (CAC) are integral in informing district initiatives, while the American Indian Parent Advisory Council (AIPAC) ensures the inclusion of Native American family perspectives.

ALA through SAUSD demonstrates progress in seeking input and promoting shared decision-making. Advisory groups such as DAC, DELAC, Migrant Education PAC, CAC, and AIPAC ensure diverse voices—including English Learner, migrant, and Native American families—are represented. The Family Leadership and Community Advisory (FLACA) fosters collaboration across parent leadership groups. LCAP sessions and Budget Town Halls provide families direct input on funding priorities. ALA and SAUSD collect input through Listening Sessions, Community Hours, empathy interviews, training surveys, and the Panorama Survey. Site Assets and Needs Assessments help define local priorities around capacity building, volunteering, and student support. Families contribute to district initiatives like the Graduate Profile and Framework for the Future. FACE Liaisons at each school facilitate ongoing family engagement through School Site Councils, PTA/PTOs, Principal Cafecitos, and the ELOP Advisory Committee. Specialized input opportunities also include monthly Special Education CAC meetings, LCAP sessions, and Shine a Light workshops, which have shaped districtwide practices.

1. 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.

A focus area improvement in seeking input for decision making includes expanding opportunities for capacity building at the school site to deepen family engagement and strengthen parent voice. ALA through SAUSD is working to provide more targeted training and leadership development to help families participate confidently and effectively in decision-making processes, prioritizing connection before content. ALA through SAUSD is also refining existing protocols for authentic two-way communication, including listening sessions, empathy interviews, and shared decision-making models. Another priority area is equity and inclusion, with a focus on collaborative approaches that ensure all voices are heard and respected, including defining and training staff and families on shared decision-making practices that promote access, equity, and advocacy. SAUSD is enhancing community partnerships by establishing a districtwide system to curate resources and support services, ensuring families have access to tools and organizations that strengthen their role as active partners in education.

1. 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.

ALA will improve engagement of underrepresented families by strengthening democratic participation through shared leadership and decision-making. ALA is committed to building on rich cultural wealth and lived experiences that families bring to our schools by creating inclusive, welcoming spaces where all families feel empowered. Through support from SAUSD key strategies include enhancing multilingual outreach, offering flexible engagement options such as virtual evening sessions, and partnering with trusted community organizations that reflect the strengths and identities of our families. SAUSD will build capacity among classified, certificated, and administrative staff to foster authentic partnerships and ensure family input is actively sought, respected, and used to inform key decisions. Administrators, FACE Liaisons, and school staff will support ongoing input through culturally responsive practices, informal listening sessions, empathy interviews, and low-barrier feedback tools. DELAC, CAC, FLACA, and Community School Advisory Councils ensure diverse perspectives are reflected in LCAP development, strategic planning, and school improvement efforts. These actions will strengthen shared decision-making and ensure all families have a voice in shaping student success.

### 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.

#### Instructions

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.

Local Climate Survey Summary

Spring 2024 Panorama Results

Responded Favorably regarding safety

All: Elementary (Grades 4-5) 65%, Intermediate (grades 6-8) 72%, Secondary (Grades 9-12): 81%

% Responded Favorably Regarding Sense of Belonging

All: Elementary (Grades 4-5) 74%: , Intermediate (Grades 6-8) 59%, Secondary (Grades 9-12): 61%

ALA with suppocontinues to strengthen school climate by advancing Restorative Practices training and supporting school sites in the implementation of Positive Behavioral Interventions and Supports (PBIS) and a comprehensive Social Emotional Learning (SEL) curriculum. The District remains committed to expanding the implementation of Capturing Kids’ Hearts across additional sites as part of its broader student wellness initiatives.

School counselors deliver engaging classroom lessons on bullying prevention, conflict resolution, and healthy relationships, fostering empathy, respect, and understanding among students. The k-8 site implemented mentoring circles which included additional lessons on social emotional. Both campuses partnered with Phoenix House for additional social emotional lessons. Beyond the classroom, counselors facilitate small group counseling focused on social skills and lead restorative circles, providing targeted support and a safe space for open dialogue. These efforts contribute to a school culture that values inclusivity, mutual respect, and emotional well-being.

The expansion of the We Care Suicide Prevention Campaign has mobilized task force members to include school staff, community partners, and members of the Santa Ana Mental Health Collaborative. Together with the Family and Community Engagement (FACE) department, SAUSD hosted a Wellness Resource Fair.

A continued priority is the expansion of Coordination of Services Teams (COST) at all school sites, with an emphasis on strengthening the Multi-Tiered System of Supports (MTSS) referral process, accurate identification of student needs, and delivery of appropriate interventions.

With sustained success in recent years, ALA will continue with support from SAUSD that recommends that the following supports and interventions continue and expand over the next four years:

Continue professional development and alignment of integrated systems to support academic, behavioral, and social-emotional success.

**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 data highlights both areas of strength and opportunities for growth, informing the District’s ongoing commitment to cultivating supportive, inclusive, and safe school environments.

Areas of Strength:

Perceptions of Safety Are High Across Most Groups

Overall, student perceptions of school safety remain strong in SAUSD data which ALA is a part of:

75% of secondary students reported feeling safe at school, compared to 68% of elementary students.

Across all subgroups at the secondary level—including English Learners (ELs), Students with Disabilities (SpEd), Socioeconomically Disadvantaged (SED) students, and McKinney-Vento (M-V) students—favorable responses were consistently above 70%, reflecting a generally positive climate in middle and high schools.

Elementary Students Report Stronger Sense of Belonging:

74% of elementary students reported a favorable sense of belonging, indicating that most feel connected to their school communities.

Subgroups such as M-V (71%), ELs (70%), and SED (70%) also reported relatively high levels of belonging at the elementary level, suggesting that early interventions and supportive practices are effective.

**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.

ALA is part of SAUSD and included in these subgroups. While safety perceptions are high at the secondary level, a notable drop is observed in students’ sense of belonging:

Only 56% of secondary students overall reported a favorable sense of belonging.

This trend holds across subgroups, with Long-Term English Learners (LTELs), SpEd, SED, and M-V students all reporting belonging rates between 56%–58%, pointing to a systemic need for deeper relationship-building and connection strategies in middle and high schools.

Disparities in Safety Perceptions Among Vulnerable Elementary Groups

While most elementary students feel safe, Foster Youth (63%) and SpEd students (65%) report lower levels of perceived safety than the general population (68%).

These gaps suggest the need for targeted strategies to ensure the physical and emotional safety of our most vulnerable young learners.

LTEL Data at the Elementary Level

The absence of disaggregated data for LTELs in elementary grades points to a gap in data collection or subgroup size, which limits a full understanding of this population’s needs at the elementary level.

### 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 ensure all students have access to a comprehensive course of study, school counselors and administrators monitor various data sources including:

UC Compass (Transcript Evaluation Services),

A-G course reviews,

Master schedule meetings,

High School Individual Academic Plan pilot,

Xello (College & Career Exploration Platform),

State reports disaggregated by student groups (e.g., 4-year cohort graduation rate, CCI, AP, IB, Dual Enrollment courses, A-G course enrollment/completion rates).

Collaboration with SAUSD Educational Services helps support student access, as shown by the wide range of courses in the catalog. The Arts Department collaborates with research and evaluation staff and site administrators to ensure that all grades 6-12 students have access to A-G-aligned arts courses and pathways. PK-5 students' needs are identified to plan standards-based music instruction. ELs have access to all academic programs, and EL progress is measured by monitoring the EL Progress Indicator (ELPI) as well as other state and local indicators. ELs and Reclassified ELs are monitored and provided with intervention where necessary. Arts educators implement strategies to support learners of all abilities, including English learners (EL) and students with IEPs/504s.

1. 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)

ALA is under the SAUSD’s CA standard-aligned broad course of study that meets requirements per CA Ed. Code for all TK-12 grade students. ALA high school offers a broad course of study with courses that meet graduation and A-G eligibility requirements. ALA has a SPSA, Arts Strategic Achievement Plan (ASAP), and LCRST plan, which identify access barriers and add targeted programs to support student needs for identified schools and student groups. Also, the Post Secondary Status (PSS) survey of CTE pathway completers identifies student postsecondary persistence for students with IEPs/504s, English Learners (ELs), and students who have access to Tier 2/3 intervention to support learning. All ELs receive integrated and designated ELD to maximize core content access and language development. LTELs receive intervention to “catch up” and access core content. SAUSD collaborates with community colleges to expand core academics, CTE, and Arts courses and pathways. Elementary students have access to career awareness lessons. Secondary students may pursue 46 career pathways. Course enrollment practices and individual academic planning increase honors and AP course access for underrepresented students. ALAs counselor supports expanded access for students to dual enrollment courses

1. 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)

Barriers include limited access to elective courses for students with IEPs/504s and newcomers/LTELs who receive additional support in intervention/support classes. Additionally, competing demands, make it difficult for students to choose programs and electives while balancing their time for extended learning, academic pull-out programs affect access. Students may struggle to fit both AP and dual enrollment courses into their schedules, leading to difficult choices about which type of course to prioritize. There may be disparities in access to both AP and dual enrollment courses, with underrepresented or low-income students facing greater barriers to participation in these programs. Our 8 period block schedule does make access to these courses easier than the traditional six period schedule. There is a need for more updated courses that are motivating, engaging, and relevant. Also, CTE courses are limiting due to the small school structure.

1. 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)

To improve broad course of study access, ALA under the SAUSD umbrella will seek collaboration among curriculum specialists, teachers, coaches, CLAS, and support staff has increased for standards-based instruction via the Learning Model created to meet the Graduate Profile. The Arts Department expands arts access with AMS funding, supporting district-wide performances and course offerings in dance, theatre, music, visual, and media arts. Training has enhanced Datahub access, and the MTSS (COST) data wall is strengthened for tailored interventions. Priority access to pre-employment training, CTE pathways, and JROTC is ensured for students with IEPs/504s. AP course teachers receive training on accommodations and UDL. The primary goal is to increase access for IEP/504 students to college credit courses. SAUSD increases credit recovery opportunities and provides professional development for schools. To ensure students have access to a comprehensive educational experience, we will offer a detailed course catalog that includes all available AP and dual enrollment options. Counselors will assist students in creating personalized academic plans tailored to their interests and goals. Conduct continuous training sessions for staff and administrators to stay updated on AP and dual enrollment programs. Provide training for staff and administrators to effectively create student-centered master schedules that incorporate diverse courses and intervention support for students who need it.

### 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] |
| 1. Review of required outcome data. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |

### 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). | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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). | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |