

Local Performance Indicator Quick Guide

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports

the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 stakeholders 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 stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher mis assignments, and vacant teacher positions-0
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home-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).

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

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

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

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				X	
Health Education Content Standards			X		
Physical Education Model Content Standards				X	
Visual and Performing Arts					X
World Language				X	

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

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

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.

PAUSD is focused on meeting the needs of all students through consideration of standards and instructional practices through the lens of anti-racist and culturally responsive pedagogy, including eliminating biased approaches in instructional practices. The District’s ratings are in recognition of the different phases of implementation at each level: PK-5, 6-8, and 9-12. Common Core-aligned instructional materials for ELA in grades PK-12 include Teachers’ College Units of Study (PK-5), and core and supplemental literature (6-12). Strengthening phonics-based reading instruction will be a focus in grades TK-3 in the upcoming year. CCSS-aligned math instructional materials and history/social studies materials are fully implemented in PK-12. Interim materials are available for PK-5 science as PAUSD enters the piloting phase of the adoption process. Middle grades (6-8) are in year one of implementation for the newly adopted NGSS aligned science curriculum. High school science teachers are in year two of redesigning their instruction to align to NGSS standards and have agreed upon a common course sequence across both high schools. Implementation of the new ELD standards is ongoing. In 2019-20 several high school math and history/social studies courses implemented newly adopted, standards aligned, textbooks. PAUSD provides opportunities for all teachers to deepen knowledge and skills in the areas of state standards, Board-adopted curricula, and other research-based programs and best practice strategies that support district goals. In addition to supporting 6-12 NGSS implementation, we continue to provide support for math, ELA, and ELD standards. Additional supports include: a Lead Principal for literacy instruction, release time for classroom observations, instructional coaching, and common planning and PLC time in secondary schools. An area of growth is in systematically supporting staff to develop on the standards they have not yet mastered and improve standards-aligned instruction.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice 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

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In 2018-2019 the district redesigned the Family Engagement Program (FES) to the Student and Family Engagement Program and moved the program to the Department of Equity and Student Affairs. An administrator was also hired to oversee implementation of the new program. The program changes developed through surveys sent to families and community meetings. Each site is allocated hours and time, with secondary sites assigned a student coach for targeted populations. The SAFE specialist serves as the link between the school, parents, and community. They will develop and foster community collaborations, as well as provide referrals to community-based services for families. They expand opportunities to families for continued learning, voluntary community service, and civic participation. They guide parents to understand the educational system to become advocates for their children’s education and empower parents to become decision-makers.

Building Partnerships for Student Outcomes

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

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

<p>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.</p>		X			
<p>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.</p>		X			

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

PAUSD understands that training all staff to work collaboratively with parents is essential. PAUSD has expanded the cultural and equity workshop series to include parents, administrators, board members, certificated and classified staff. At Title I sites SAFE specialists provide workshops and one on one meetings with parents on current technology to track student achievement, understanding of progress reports, current standards and assessment. The SAFE specialists also accompany parents to teacher conferences when requested. The SAFE specialists ensure that childcare, translation and family needs are communicated to site and district staff. The FES program reaches out to targeted populations at sites through phone calls and home visits. With smaller numbers of migratory families, the full-time district social worker with 10 SAFE specialists, the program is able to reach out to all families of participating students which include; students with disabilities, migratory, foster youth and McKinney Vento students. The social worker meets with families one on one with special circumstances or needs to ensure access to school. The social worker also meets with families when they are leaving and returning to school to help provide transportation, translation, basic school supplies and other needs that may arise. Each SAFE specialist and the district social worker are given site access to these distribution lists to ensure families are contacted, informed and how to participate.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.]		X		
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			X		
12. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			X		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The family engagement policy was updated and adopted by the board with input received from the LCAP stakeholder engagement process, District English Language Acquisition Committee (DELAC) and District Advisory Committee (DAC) advisory groups in the fall of 2020. Title I sites hold annual meetings with all stakeholders and review the policy, which is also reviewed by Site councils. The DELAC and DAC meet quarterly to review that LCAP. The district also holds LCAP public feedback sessions in the fall and spring which distributes the policy in multiple languages. During the pandemic these meetings continued through Zoom with language interpreters. In addition, the district has an online feedback tool "Let's Talk" that has a specific LCAP section. All Title I compact, meetings and other events are translated into multiple languages and various modes of communication including texts, emails, flyers, phone calls. PAUSD uses Blackboard which translates all messages into multiple languages and provides a phone number of a specific district staff member that can further assist parents. Technology tools such as Schoology and Infinite Campus provide translation for report cards, progress reports and other notes from teachers. The Department of Equity and Student Affairs have expanded the Student and Family Engagement program (SAFE). SAFE Staff assist with all translation if technology is not accessible with parents, and sits with parents one on one to ensure understanding of school related materials. The opportunity for informed participation of parents and family members of migratory children is offered through the guidance of the district social worker and SAFE staff. Sites also have a special education parent advocacy group that the SAFE meets with quarterly.

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

PAUSD administers the California School Climate Health and Learning Survey (CalSCHLS) on a biennial basis for students in grades 5, 7, 9, and 11. However, in 2020-21, PAUSD administered a Social Emotional Learning survey through Panorama, grades 6-12. Overall, the percent of students responding favorably related to CORE SEL Competencies increased for growth mindset (67% to 71%) and self-efficacy (55% to 57%), remained stable in social awareness (66%), and slightly declined in emotion regulation (45% to 46%) when compared to the previous year. In comparison to other districts in the CORE data set, PAUSD performed in the 50th-60th percentile in all CORE subscales.

2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

Compared to the Spring 2020 Panorama survey, the Cultural Awareness and Action subscales showed a 9-percentage point increase (36% to 45%) in comparison to the previous year's administration and represent the area of the greatest improvement. Rigorous expectations which measure the extent that students believe teachers hold them to high expectations slightly increased (63%), however falls only in the 40th percentile when compared to the CORE districts data set.

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

PASUD Secondary schools will participate in a data inquiry and planning session to learn more about interacting with the Panorama platform, as well as ways to identify students who have responded less favorably to SEL questions. Future use of the Panorama platform will include grades 3-5, and possible parent surveys.

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)

All students in grades TK-5 receive art, music, and PE in addition to core subjects. In our secondary schools, we use multiple means to track the extent to which all students have access to, and are enrolled in, a broad course of study: Course Catalogs that identify prerequisites, course content and expected workload; The High School Time Management Planning Form to support course registration that balance academic and non-academic pursuits; High School Individualized Four-year Plans to ensure that students fulfill graduation/A-G requirements; and individual planning meetings with the school counselor and college and career advisor. Data is collected and analyzed in Infinite campus (IC); Naviance College and Career Planning Tool; and state reporting tools. Data on graduation rates, AP enrollment, and A-G completion rates are presented to the Board yearly.

Special Education: Access for students with special needs is measured by progress monitoring reports from their IEPs. Special education also uses progress monitoring reports from specialized intervention curriculums used in its programs (Language Live). IEP writing software generates user reports that indicates that special education teachers are using this tool to generate appropriate goals for special education students. Service providers maintain service logs to monitor that all IEP services are implemented as outlined in the IEP. Transition plans become legally mandated at 16 years of age and are developed to address the broad course of study for secondary students to address whether or not their secondary experience will culminate in a certificate of completion or a high school diploma.

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)

PAUSD uses the following to track how all students have access to, and are enrolled in, a broad course of study: 1) All schools offer the minimum course

requirements required by California Education Code (EC). The middle and high school course catalog outlines all required additional courses. These courses are available to all students who meet the minimum prerequisite if there is one; 2) All high schools offer a broad course of study with courses that meet A-G eligibility and fulfill graduation requirements; 3) All elementary and middle schools offer a broad course of study that are available to each student. Some courses have prerequisites but all required course offering is open without restriction; 4) Students with disabilities, English Learners, and students receiving Tier 2 and 3 intervention have access to a variety of educational and academic options to support learning at the elementary level. Both high schools have adopted open enrollment statements that state: "A common goal from the PAUSD School Board our high schools is 'to raise the achievement of historically underrepresented (HUR) students and increase participation and success in rigorous courses at the secondary level, we will assure equity of preparation, access, opportunity, and support from Pre-K to 12th grade.' We are committed to using course enrollment practices that increase access to honors and AP courses for historically underrepresented students. All students will have the right to participate in our honors and Advanced Placement Program, as long as prerequisite coursework is successfully completed." AP Potential Data including PSAT results is reviewed annually by Outreach Counselors at both high schools to encourage students who are eligible to enroll in a broad course of study. Annual enrollment and successful completion in honors and AP courses is also reviewed annually to inform recruitment and support efforts. A review of data has illustrated that the majority of students are enrolled in a broad course of study

Special Education: Specialized Academic Instruction is available all at school sites preschool through adult transition. Differences amongst sites pertain to the programs supporting students with extensive learning disabilities and are housed only at specific sites. Co-teaching model is available in secondary school settings for students with special needs with elementary looking to expand its model to mirror secondary options. The master calendar at sites reflects the inclusion of students with special needs in mainstream courses. In order to address the needs of all students, the District has expanded its programming to reflect a full continuum of service options for students.

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)

Barriers preventing PAUSD from providing access to a Broad Course of Study include: 1) The school schedule limits the available time for targeted intervention and services. School teams sometimes struggle to identify an intervention period for special education, English learner, and struggling students without impacting the regular course schedule; and 2) In secondary education, students receiving additional services or enrolled in special education and/or EL programs may have to forgo an elective course to receive an intervention/service period. Creative strategies need to be explored to ensure that all students have access to a broad course of study while still benefiting

from intervention programs

Special Education: More staff development is needed to understand how to appropriately align grade level standards to the needs of diverse learners to make sure they're appropriate. More staff development is needed to help teachers differentiate between learning needs of students for whom English is a second language and students who demonstrate characteristics of learning disabilities. Teachers need more support in learning to balance maintaining high academic expectations with providing appropriate scaffolding. In addition, training is needed in the areas of accommodations and implementation of student's IEPs.

4.

District and site leaders, including special education and EL staff and general education curriculum and instruction administrators, collaborated to identify alternative options for targeted and supplemental intervention that limit access to a broad course of study. The district created after school and Saturday programs to be able to provide intervention outside the school day in order to provide students with greater access to a broad course of study.

Special Education: The District will establish a MTSS team to develop and implement a robust multi-tiered system of supports to use district-wide. Provide professional development on the District-wide MTSS to the leadership team and all staff. Develop a proposed master bell schedule that includes intervention time that is embedded during the school day. Provide professional development in the area of strategies for EL students, data points to monitor EL students' progress, and how to distinguish between an EL learner and indicators that a student has a learning disability.