



San Pasqual

Union School District

The Little School in the Valley

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
San Pasqual Union Elementary School District	Mark Burroughs Superintendent/Principal	mark.burroughs@sanpasqualunion.net (760) 745-4931

Introduction

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.

Below are 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 misassignments, and vacant teacher positions
- 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	1	96.4%
Total Teacher Misassignments	1	96.4%
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

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

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				4	
Next Generation Science Standards			3		
History-Social Science			3		

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				4	
Next Generation Science Standards			3		
History-Social Science			3		

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				4	
Next Generation Science Standards			3		
History-Social Science			3		

Recently Adopted Academic Standards and/or Curriculum Frameworks

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		2			
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language		2			

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			3		

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.

San Pasqual Union School continues to make steady and sustained progress to implement State Academic Standards. Presently, we have fully implemented English Language Arts and Mathematics standards curriculum. In the 2021/22 school year, we intend to pilot and adopt TK-5th grade Next Generation Science Standards curriculum with adoption. Also in 2021/22, the District will pilot middle school math curriculum with an anticipated curricular adoption scheduled for the 2022/23 school year. The following year, in 2023/24, the District intends to adopt K-8 History/Social Science curriculum. The District is also investigating supplementary writing curriculum for all grades.

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.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

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.

San Pasqual Union School prides itself on building positive relationships with parents and guardians. According to the 2021 California Healthy Kids Survey, 94% of parents report that the school encourages parent involvement while 97% report that the school encourages parental partnerships. Parent-teacher conferences provide time for parents and teachers to converse about the students' strengths, needs, culture, and goals. Teachers work with students to set individual learning goals and maintain open communication with parents on progress toward those goals.

San Pasqual Union School made great strides to improve two-way communication between families and educators by upgrading the school website with the capacity to translate content in multiple languages. The website integrates with a mass communications system and school app. Additionally, the PeachJar flyer system makes it easier for parents to access relevant school and community information from various platforms.

As reflected in the 2021 LCAP, a full-time EL/Intervention Teacher will lead efforts to engage with Spanish-speaking families. Additionally, in 2021/22, the District plans to reinstate programs like Mano-a-Mano and the Latino Family Literacy project to further engage and connect with non-English speaking families.

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
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.				4	
2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.					5
3. 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	5
4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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.

Engaging with families and community partners remains one of the District’s top priorities. As reflected in the District’s 2021, LCAP Goal #4 specifically seeks to Promote Family and Community Partnerships that Enhance Student Outcomes and Opportunities. Part of this work will focus on the reconstitution and/or refocusing of parent groups, including the Parent-Teacher Organization (PTO), SP School Foundation, Red Barn Arts (RBA), and SAGE (Students are Growing Everyday) garden. Additionally, the District will focus on initiatives that improve upon community partnerships, including those established with the San Diego Zoo Safari Park, the Nature Collective, and California State University-San Marcos.

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
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.				4	

Seeking Input	1	2	3	4	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.					5
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.					5
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	

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.

Since the San Pasqual Union School District is a single-school school district, all decisions are made on the school site. The school actively engages parents in the decision-making process. As reflected in the 2021 California Healthy Kids Survey, 89% of parents reported that the school actively seeks the input of parents before making important decisions. Further, in that same survey, 94% of parents agree that school staff take parent concerns seriously. As a result of the pandemic, the District increased efforts to inform and engage parents. To that end, during the 2020/21 school year, the principal/superintendent hosted over 20 parent engagement sessions, including meetings with School Site Council, SP School Foundation, SAGE Garden, and virtual "Coffee with the Principal" sessions. To further seek meaningful input and build school capacity, the District established a School Improvement Committee comprised of staff representing all grade levels and subject areas. The Committee's primary role is to analyze both instructional practices and outcomes and to make recommendations for improvements to the instructional program. Surveys were also shared with staff, students, and parents to both inform and guide District decision making.

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.
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?
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?

Students at San Pasqual Union School generally feel safe and connected within the school community. When surveyed via the 2021 California Healthy Kids Survey, 5th and 7th grade students reported:

5th Grade

- 88% feel safe at school

- 70% report adults at the school help students resolve conflicts with one another
- 55% feel close to people at school
- 77% feel connected to school
- 73% feel proud to belong to their school
- 90% report that teachers and other grown-ups make it clear that bullying is NOT allowed
- 18% report chronic sadness within the past 12 months

7th Grade

- 81% feel safe at school
- 95% report that teachers treat students fairly
- 70% feel close to people at school
- 83% feel connected the school
- 18% report chronic sadness within the past 12 months
- 8% contemplated suicide within the past 12 months

While student responses reflect that students are safe, treated fairly, and that bullying is not permitted, student feelings of chronic sadness, at times to the point of suicidal ideations, are troubling. While these numbers do not compare to local and national trends, it is imperative that the school provide a system of identifying and addressing these student needs. As reflected in the the District's 2021 LCAP Goal #2, "Build Students of Character and Confidence," the District is establishing MTSS and intends to hire an Arts Teacher to incorporate and facilitate social emotional supports for students. Additionally, the District will provide Care Solace as a resource to all students, families, and staff in need of a mental health referral service.

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)
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)
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)
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)

All students have access to and are enrolled in a broad course of study, including English Language Arts, Mathematics, Science, History/Social Science, Visual and Performing Arts, and Physical Education. The tools used to track course access and enrollment include the Local Control Accountability Plan (LCAP), the Synergy Student Information System (SIS), and the Special Education Information System (SEIS). While the LCAP defines specific programs and budgetary expenditures for our unduplicated student groups (i.e., English Learners, Foster Youth, Low Income), the Synergy SIS reflects all course offerings and tracks specific enrollment information. Additionally, the SEIS system is used to ensure that students with exceptional needs are provided access to a broad course of study with appropriate services and supports in the least restrictive environment.

As San Pasqual Union is a one-school district, there are no other school sites to compare. Middle School students (grades 6th-8th) also have access to elective/exploratory coursework, with a focus on arts, language, and STEM education. In the elementary grades (TK-5), students have enrichment and extension opportunities, including visual arts, music, garden, and library.

Time and schedule constraints are the biggest barriers to ensuring that all students receive a broad course of study while simultaneously meeting individualized learning needs. School staff is cognizant of these challenges and, especially for students requiring extra remediation, work to provide sufficient remedial supports without encroaching upon primary instruction and enrichment offerings.

In order to ensure a broad course of study for all students, changes continue to be made to the master schedule. For example, during the pandemic, elective courses were curtailed so that students could focus on core instructional standards. A daily homeroom period was added during which time social emotional learning (SEL) and remediation for English Learners, students with special needs, and any other students needing assistance are provided without missing core instruction. By providing these services during homeroom, all students have access to both core and enrichment opportunities during the school day. After school and summer tutorial programs provide "beyond day" and "beyond year" supports. Further, the kindergarten school day was extended 90 minutes to provide more time for our early learners to master key standards. As reflected in the 2021 LCAP, by providing additional opportunities for our unduplicated students, the District has made progress closing the achievement gap.