2024-25 Local Performance Indicator Self-Reflection

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Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

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Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-21	251.5	90.4%	2.6%	0.9%	1.2%	4.9%	0.0	0.0

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

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

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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

Travis Unified used multiple measures to determine the progress in the implementation of state adopted academic standards and the implementation of those standards. Fidelity data is collected at each site through the use of curriculum maps and pacing guides by subject and grade level to ensure that all staff are familiar with the standards and have the resources to access the approved materials. This data is cross checked by site principals' classroom visits. Our observation tool includes areas for "state adopted curriculum," which is measured through administrator walk-throughs and formal observations.

Travis Unified also asks teachers directly about their implementation and teaching of the standards during the school year. This is included in our annual staff LCAP survey, which is provided to all staff. This was chosen as a triangulating point because access to materials (as shown in the fidelity data) and observation data (through administrator walk throughs) only capture a "moment in time" evaluation. Teachers are the best situated to evaluate their own progress. Collecting the data through an anonymous survey also promotes reflection and encourages honest feedback. Although the district reports the data only by subject area for the Dashboard metrics, leadership shares the data with site leadership and the School Board disaggregated by grade band to help pinpoint areas of increased training and support. Additionally, all staff are asked specifically if they need additional training on the standards.

In 2023-24, all staff members who requested additional professional development in English Language Arts and/or math were offered training in that subject. Teacher standards implementation data is collected using a 5-point scale (Excellent = 5 to Poor = 1).

Below are the average teacher implementation data scores for each subject area:

English Language Arts (ELA) Average; 4.44

English Language Development (ELD) 3.99

Mathematics 4.31

NGSS Science 3.55

History-Social Science 3.72

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Career Technical Education 2.26

Health Education2.39 (removing class this year)

Physical Education 3.54

Visual and Performing Arts 2.89

World Language 2.06

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:

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1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

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

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

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

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

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Parents and community members appreciated the easy to navigate grading systems (Aeries) and communication around grades and school procedures. Overall survey data reflects family satisfaction with their school site communication (ease and comprehensibility) with highest ratings at our elementary and alternative education sites.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Families in focus groups shared concerns regarding website navigation (which is being addressed with new web hosting) and communication speed in emergent situations. Overall community members feel welcomed by staff and valued as unique. Overall positive marks for welcoming environment existed across the schools, with lower ratings at our middle school. This is being addressed with both local and district-wide customer service training.

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

This continues to be an area of growth but offering opportunities for families to engage with educational opportunities using multiple modalities, which was suggested by ELAC members, has been helpful to increase participation and access.

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

We have been making progress in this area, especially around increased participation in family events and groups on school sites. Elementary sites have returned to in person activities and our parent meetings (PTSA_, including conferences, IEPs and science/literacy nights have all returned to primarily in person. Parents identified these as positives in surveys.

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2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Families identified areas of growth around providing more information about post high school options, college and career opportunities and funding sources for college. Elementary families especially reported that they feel that information about college could be explored more. With this in mind, we plan to add additional information around CA grants, CTE pathways and local opportunities starting at younger grades.

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

English learner families identified that they needed additional information about engaging in the school community -- specifically about how to navigate the enrollment, attendance and college pathways. These topics will be included in ELAC and DELAC meetings and shared in more areas, such as our new website and principal newsletters.

Section 3: Seeking Input for Decision-Making

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

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

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Families at elementary schools feel that there are to influence decisions, especially with classroom teachers. PTSA, Boosters and SSC are the most sited areas of local decision making. This has been increasing at the high school with the "coffee with the principal" events held monthly.

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

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Our middle school has lower levels of satisfaction for our families when it comes to decision making. There is not currently an organized PTSA and only a limited number of parents attend SSC.

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

Travis needs to increase opportunities for parent involvement, especially at the middle school level. PTSAs are also invested in increasing the representation on their Boards and involving new families. Our two elementary schools on the Air Force Base, which have ca. 40% underrepresented families, have struggled with consistency and engagement of their PTSA/PTO groups. Travis Elementary was able to form an active group again this year, which has been a helpful avenue for continued community - administration communication and dialogue.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

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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.

The district uses survey, attendance, discipline and focus group data to create a wholistic view of school culture. Survey data is collected annually from students grade 3-12, attendance and discipline data is collected continuously for all students and focus group data is collected for a sample of students K-12. Students are asked a series of questions related to school connection, caring adults, feeling safe at school (physically and emotionally), experiencing bullying or harassment, chronic sadness, high expectations from adults on campus and suicidal ideation (grades 7-12). Data is disaggregated by school site and grade band; all other demographic information is optional on these anonymous surveys.

Data summary (percentage agree/strongly agree by grade band, elementary middle, secondary and alternative ed):
School Connection: E: 59% M: 40%; HS: 41% Alt: 35%
Caring adults: E: 78%; M: 48%; HS 55%: Alt: 82%
High expectations from adults at school: E: 70%; M: 58%; HS: 58%; Alt: 67%

Experienced bullying/harassment: E: 26%; M: 14%; HS: 10%: Alt: 10%
Chronic sadness: E: 31%; M: 24%: HS; 31%; Alt: 22%
Suicidal ideation: E: NA; M: 8%; HS: 7%; Alt: 8%

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.

For the metrics the district is trying to increase, we had areas of strength with elementary students, especially related to caring adults. For those metrics we are trying to decrease (harassment/bullying, chronic sadness and suicidal ideation) our most troubling metrics were surrounding chronic sadness, which was 38% for our traditional high school students. The numbers for alternative education students and middle schoolers were also troubling at 36% and 34%.

Although student survey data and focus group feedback are the primary metrics, those data points take on more meaning when considered with other metrics such as discipline and attendance data. Since Covid, all grade levels have struggled with chronic absenteeism. Initially this was considered part of the elevated caution exercised by parents when keeping sick students at home. Although that is still considered a contributing factor, other explanations, such as lack of connection and value of attendance are resurfacing for our leaders. Attendance rates are particularly low for students with disabilities, low income and foster students. Student discipline data is another metric that has changed notably since Covid. Student behavior resulting in classroom or school suspension increased, especially for students with disabilities, African American students and students at the middle school (grades 7-8).

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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.

There are areas of progress which are hopeful. Our alternative education high school has some of the highest metrics for caring adults, feeling safe at school and experiencing high expectations from adults, while simultaneously having the lowest rates of suicidal ideation and experiences with bullying or harassment. Clearly elements of their educational and support model are worthy of exploration and replication. Additionally, we saw a decrease between 2022-23 and 2023-24 in chronic sadness and suicidal ideation for all measured groups. Based on the data, the district continues to focus on improving school climate through increased opportunities and programs to connect and engage students. Given the increased need of some student groups, the district is also taking steps to have targeted support, including specialized staff to assist students.

Some examples include

Promote safe and inclusive play in elementary schools to help students stay active and to provide practice with valuable social and emotional life skills.

Enhance orientation for students transitioning between schools to ensure unduplicated and military students get a smooth, positive start using WEB (Where Everybody Belongs), Link Crew, and Anchored 4 Life programs.

Improve campus climate as experienced by unduplicated students using Student Support Specialists and other staff to provide additional Check-in Check-out support (CICO), individual student support, and engaging campus activities; provide TOSA support focused on school climate improvement.

Continue to provide School Social Workers and Social Work interns for unduplicated students needing socio-emotional support.

Refine implementation of Positive Behavioral Interventions & Supports (PBIS), focusing on Tier II supports, refinement of Tier I supports, and implementation of social-emotional learning instruction, including digital citizenship, including district-wide facilitation among schools and community partners.

Provide Wellness Centers at all schools to help students regulate emotions so they can focus on learning.

Facilitate trainings and meetings at school sites for School Social Workers, Social Work Interns, and Wellness Center implementation teams by the Director of Student services.

These action steps focus on school and district approaches to re-engage students and strengthen connections. Professional development and staff training are seen as a logical next step to address metric related to feelings of safety, bullying/harassment, caring adult and high expectations. Initial efforts have been received positively by staff and the community, and the district plans to continue these efforts into the next LCAP cycle.

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)

The district uses the following metrics to measure access and enrollment in a broad course of study: College/Career indicator from CA Dashboard, percentage of students who have successfully completed UC/CSU entrance requirements, number of students complete CTE pathways, enrollment in AP courses, Special Education LRE targets (percentage of students spending 80% or more of their time in general ed.), successful completion of Algebra

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1, percentage of 3rd graders meeting reading benchmarks, CAASPP scores, Algebra 2 enrollment, and CORE college readiness scores.

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)

Overall we are seeing some improvements in academic metrics, but modestly and not across all grades and student groups. For example, comparing spring NWEA MAP scores for Reading, scores decreased from 66% average or above to 63% average or above. In math over the same period, scores held steady with only a .2% decrease year over year. In secondary math, the picture is a little better with the overall Algebra 1 pass rate increasing from 2021-22 to 2022-23 from 57% to 61%. This gain was experienced by white students, low income students and African American students. However, Hispanic students saw a slight decrease (1%) during the same period.

Overall graduation rates have seen a strong increase with all student groups reporting in blue on the CA Dashboard and the district-wide rate reporting at 98.7%, which is a 2.5% increase over the prior year.

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)

Extending learning beyond the school day was less successful than we had hoped because attendance was low. The tutoring program was slow to start at both the middle and high schools due to limited teacher interest. At the elementary schools, tutoring occurred weekly after school at all but one school, which never implemented the program. Staffing issues were to blame. Our high school tutoring programs, both in Guidance classes and after school, are still in early stages of implementation, and we are continuing to explore what works best for students and to refine this program. Math coaching has started with a small number of teachers, but we hope to have greater participation as this work continues. Coaching at the high school did not continue from last year but has been embraced at our middle school. Work on CTE pathways and barriers to A-G completion has begun but is incomplete and will need to continue next year. Staffing issues for specialty CTE programs, such as engineering and robotics, continues to plague the program.

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

The UC Davis C-STEM Center has evidence that incorporating computing and robotics in Algebra 1 and other math instruction significantly improves performance in

math among unduplicated students, and we have implemented Algebra and Geometry with Robotics classes. Next year we plan to implement the third course in the sequence, Algebra 2 with Robotics. We also plan to increase the number of sections of Algebra with Robotics at the middle school. We need to gather more information about why some secondary teachers were not willing to participate in math coaching and consider different strategies for improving instruction. We are expanding the scope of our very successful ELD teacher and Instructional Assistant training this year to include literacy strategies for all unduplicated students. Guidance classes are not gaining as much support with staff as we would have hoped and we need to refocus on small group tutoring, and the planned guidance curriculum needs to be implemented to better inform students about the pathway to college and career. As a district, we need to improve our focus on the needs of unduplicated students and students with disabilities in order to improve outcomes for both groups, which we are doing through groups designed to address the unique needs of these student groups. As we are in Differentiated Assistance (targeted level 2) we have begun the process of strengthening the partnerships between general and special education teachers. Next year we plan to integrate the work of CIM and DA around academic performance of special education students. Although both English and Math are areas of focus, we plan to focus on English first in this work.

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