SAN LEANDRO UNIFIED SCHOOL DISTRICT
"Making Excellence Our Tradition"

Local Performance Indicator Report 2021-2022

Background:

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 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

The performance standards for the local performance indicators are listed below and available for review on our website.

LCFF Priority ** in report*	Title	Summary
1*	**Basic Services**	Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities
2*	**Implementation of State Standards**	Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards
3*	**Parent Involvement**	Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students.
4	**Student Achievement**	Improving achievement and outcomes for all students, as measured in multiple ways, such as

		test scores, English proficiency, and college and career preparedness.
5	**Student Engagement**	Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates, and graduation rates.
6*	[School Climate](#)	Factors both inside and outside the classroom that impact student success such as health, safety, student discipline, and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers, and parents.
7*	**Course Access**	Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career, and technical education, and others, that prepares them for college and careers, regardless of what school they attend or where they live.
8	[Other Student Outcomes](#)	Measuring other important indicators of student performance in all required areas of study.

Local Indicator Data

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

School	FTE Teacher Misassignments*	% of classes with ELs and Misassigned Teachers*	Vacancies	Students without access to materials at home	Facilities in less than "Good Repair"
Garfield Elementary	0	0	0	0	Exemplary
Halkin Elementary	0	0	0	0	Exemplary
Jefferson Elementary	0	0	0	0	Exemplary
Madison Elementary	0	0	0	0	Exemplary
McKinley	0	0	0	0	Exemplary

Elementary					
Monroe Elementary	0	0	0	0	Exemplary
Roosevelt Elementary	0	0	0	0	Exemplary
Washington Elementary	0	0	0	0	Exemplary
Bancroft Middle	1	2.4	0	0	Exemplary
Muir Middle	0.4	1	0	0	Exemplary
SL High	2.2	7.3	0	0	Exemplary
Lincoln	0	0	0	0	Exemplary

From 2021-2022 School Accountability Report Cards which contain 2020-21 data from California Department of Education

LCFF Priority 2: Implementation of State Academic Standards

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

SLUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Academic Standards	Average of Self Evaluations
ELA – Common Core State Standards for ELA	4.2
ELD (Aligned to ELA Standards)	4.2
Mathematics – Common Core State Standards for Mathematics	4.2
Next Generation Science Standards	3.4
History-Social Science	3.2

SLUSD'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.

Academic Standards	Average of Self Evaluations
ELA – Common Core State Standards for ELA	4.8

Academic Standards	Average of Self Evaluations
ELD (Aligned to ELA Standards)	4.4
Mathematics – Common Core State Standards for Mathematics	4.4
Next Generation Science Standards	4.4
History-Social Science	4.2

SLUSD'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).

Academic Standards	Average of Self Evaluations
ELA – Common Core State Standards for ELA	4.2
ELD (Aligned to ELA Standards)	4
Mathematics – Common Core State Standards for Mathematics	4
Next Generation Science Standards	4.2
History-Social Science	3.6

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

Academic Standards	Average of Self Evaluations
Career Technical Education	4.2
Health Education Content Standards	4
Physical Education Model Content Standards	4.2
Visual and Performing Arts	4.4
World Language	4.4

SLUSD'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).

Activities	Average of Self Evaluations
Identifying the professional learning needs of groups of teachers or staff as a whole	4
Identifying the professional learning needs of individual teachers	3.8
Providing support for teachers on the standards they have not yet mastered	3.8

SLUSD has all board adopted curriculum aligned to the State Standards and develops year long scope and sequence for professional development and training but due to staffing shortages due to COVID 19, professional learning opportunities were not fully attended or offered.

Prior to the COVID-19 shelter-in-place order, SLUSD was making great progress toward full implementation and support. As we returned to in-person education for 2021-2022, we have shown gains in many areas of curriculum implementation.

However, almost all professional development related actions with the exception of those related to instructional technology and those related to English Language Development were not implemented last year due to the severe demand for substitute teachers. This shortage reduced the opportunity to provide professional learning for complete program implementation.

English Learner specialists supported progress towards the goal of providing services directly to students as well as improving the system of support for those targeted students that needed extra support.

Additional partnerships provided students with academic experiences that support math and language arts development in a culturally responsive, identity-affirming space. Intensive tutoring provided during the school day at our elementary and middle schools has provided students with more targeted intervention to support their academic development.

LCFF Priority 3: Parental Involvement and Family Engagement

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

Rating scale (lowest to highest)

1 – Exploration and Research

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

Building Relationships between School Staff and Families

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.	3.6
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.	4.2

SLUSD's commitment to providing linguistic access through interpretation and translation to all district and site-based family engagement events are a strength in our family engagement strategy, and demonstrates an improvement from years past. The Family Landing Pad, and its differentiated spaces for families of students of various and targeted backgrounds (ex: African American; students with disabilities; co-parenting), is an example of how we create welcoming environments for all families in the community. Our use of ParentSquare as our primary family communication platform, as well as school and classroom newsletters and email communications, provide multiple avenues for families and educators to communicate back and forth to each other about our students. SLUSD has a well established parent facilitator initiative and college/career coordinators to bridge home-school connections and serve as a warm, safe space for families to outreach when in need. SLUSD will improve building relationships between school staff and families by providing contracted professional training to school site staff that welcomes families and embodies warmth, empathy, patience and care while providing accurate information to the students and families we serve.

Building Partnerships for Student Outcomes

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.	4.2
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.	4.2
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

SLUSD effectively utilizes ParentSquare and school embedded formats for parent conferences and academic learning nights/workshops. SLUSD values partnering with parents on students' academic pathways and progress. SLUSD continues to expand access to technology (hotspots, chromebooks, translation lines, websites etc.) to increase connections to school and learning at home. Across all school sites, families are engaged in School Site Councils (SSC) and English Learner Advisory Committees (ELACs) to advise decision making processes. SLUSD improves participation by lowering linguistic barriers and positive outreach through district translators and parent facilitators, respectively. SLUSD will offer more site-based, classroom level opportunities for academic learning nights, workshops, and family-student-teacher conferences. This would allow more two-way communication between schools and families. SLUSD will partner with NAACP to support family and community engagement, specifically to connect with underrepresented families.

Seeking Input for Decision-Making

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	4

advisory groups and with decision-making.	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4.2
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.	3.8

SLUSD has strong and active parent advisory groups (PAC, ELAC and DELACs) as well as family engagement learning sessions wherein families actively give feedback and receive responses for their questions in formats that are virtual and in person. SLUSD continues to build staff capacity on ensuring the extra mile and connection to hard to reach families receive the resources through identified staff and supports. SLUSD will deepen collaboration between site and district leadership to create even richer engagement events for families. SLUSD can add academic informational sessions to the suite of cultural events offered across the district. The district will systematize site affinity groups to build confidence and efficacy for underrepresented families in academic spaces.

LCFF Priority 6: School Climate

During the 2021 - 2022 school year, the California Healthy Kids Survey was administered to 301 5th grade students, 1257 middle school students (grades 7 -8), and 1127 high school students (grades 9-11). Additionally, 1,438 parents/guardians completed the California School Parent Survey (CSPS), and 514 SLUSD Staff members completed the California School Staff Survey (CSSS). A summary of student key indicator responses of "strongly agree" and "agree" are found below.

Key Indicator	% of Students who Strongly Agree or Agree or equivalent		
	Elementary	Middle	High
School connectedness	76	49	48
Academic motivation	81	60	59

School boredom	36	49	54
School is worthless and a waste of time	n/a	18	19
Monthly absences (3 or more)	n/a	36	36
Maintaining focus on schoolwork	n/a	29	24
Caring adult in school	72	52	57
High expectations - adult in school	87	65	68
Meaningful engagement	42	21	19
Facilities upkeep	n/a	35	30
Parent involvement in school	78	44	37
School perceived as safe or very safe	n/a	49	46
Social and emotional learning supports	81	n/a	
Experienced any harassment or bullying	n/a	35	21
Anti-bullying climate	80	n/a	n/a
Feel safe at school	80	n/a	n/a
Feel safe on the way to and from school	84	n/a	n/a
Been hit/pushed	36	n/a	n/a
Had mean rumors or lies spread about you	n/a	30	18
Called bad names and target of mean jokes	46	n/a	n/a
Been afraid of being beaten up	n/a	22	12
Been in a physical fight	n/a	11	4
Saw a weapon at school this year	8	11	10
Cyberbullying	24	26	16
Rule clarity	77	n/a	n/a
Students well behaved	77	n/a	n/a
Students treated fairly when they break rules	63	n/a	n/a
Student treated with respect	86	n/a	n/a

Based on the 2022 California Healthy Kids Survey (CHKS), the percent of students who report that they experience social and emotional distress is 3.5% less compared to CHKS data from 2021. The same survey shows that 7.5% fewer students are experiencing chronic sadness and hopelessness. However, an area of concern is that middle school students show 2% increase in suicidal thoughts. Even with the SEL curricula, supplemental resources, and mental health counselors that we have provided, we see a need to continue to focus on student mental health and social-emotional wellbeing. In addition to reestablishing the TK-12 Social Emotional Learning Committee to continue to identify strategies and resources to address the SEL needs of our students, we will pilot an assessment to track student SEL goals, support feelings of student belonging and positive relationships, and conduct SEL in addition to academic assessments throughout the year to ensure that students are able to access learning and are building Healthy Minds and Bodies–a component of our SLUSD Graduate Profile. Over the next three years, we want to strengthen reciprocal relationships between families and our community that enhance our students' positive social, emotional and academic development. We want to systematize how we engage in feedback cycles with our families at both the district level and every school. Through this, we can respond to student needs at home and better prepare our students for post-secondary college and career choices. We want to continue to deliver outstanding, consistent translation services to our multilingual community. With our diverse community, this is a standard our families have come to expect and we have benefited greatly from the increased collaboration.

LCFF Priority 7: Access to a Broad Course of Study

In grades 1-5, we utilize the following measures to define a Broad Course of Study:

- Student Access to Board Approved Instructional Materials
- Student Access to PE Instruction
- Student Access to Art Instruction
- Teacher Professional development in Project Based Learning

In grades 6-12, we define a Broad Course of Study as

- A Course Catalog that provides students with several opportunities to meet the A to G requirements
- Coursework that includes Health and Science and Medical Technology, Information and Communication Technologies, Manufacturing and Product Development, and Marketing, Sales and Services
- Courses that meet the UC/CSU entrance requirements

SLUSD is to ensure that ALL students graduate college and career ready. The district plan is to ensure that all have access to and become successful in a broad course of study. The district's measurement tools are: Elementary level, School Accountability Report Cards and site-level review of English Language Learner and Students with Disabilities placement in core classes with interventions embedded within the core. In addition, district and site administrators verify that all students have access to all core subjects as well as Physical Education and Arts.

At the secondary level, Course Enrollment Data and site-level review of English Language Learner and Students with Disabilities placement in core classes with interventions embedded within the core day.

The above measurement tools will be used 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.

SLUSD ensures that 100% of our students at the elementary level have access to a broad course of study. All board adopted materials align to state standards in the content area. At the secondary level, all students have access to a broad course of study. Students were able to select classes using our district course catalogs which has been recently revised to provide students with several opportunities to meet the University of California Office of the President a-to-g requirements. These courses were open to all unduplicated students. Enrollment data confirmed that students have opportunities to take college and career aligned classes. For example, we have several students enrolled in Health and Science and Medical Technology, Information and Communication Technologies, Manufacturing and Product Development, and Marketing, Sales and Services. Our robust Career Technical Education offerings include 46 unique classes with 2730 student enrollments, including some duplicates for students enrolled in multiple CTE classes. Additionally, we have a total of 181 unique courses meeting the UC/CSU entrance requirements. Specifically for English Learners, SLUSD created content focused courses taught by single subject credentialed teachers in the content area. The content specialists are trained to use ELD standards and methods and when needed, SEI methods for Newcomers. For our Students with Disabilities, SLUSD has implemented the co-teaching model, specifically Lead and Support, whereby content specialists teachers in grades 6-12 work alongside education specialists in the content area courses. This allows for our students with IEPs to be in the core content classroom, the least restrictive environment, with the expertise of the content area teacher who can assure attention to state content standards and the expertise of the education specialist who ensures attention to the IEP.

CONTENT AREA	# AP courses	AP Enrollment	# a-g courses	# students enrolled in a-g	Total # courses	Total Student Enrolled
Art	2	50	7	1066	9	1122
Computer Education	2	159	2	159	2	159
Drama/Theater			1	130	1	130
English Language Arts	2	392	34	5483	45	5869
Foreign Languages	3	177	19	3009	19	3009
Health Education			1	99	5	821
Mathematics	2	260	17	4728	18	4899
Physical Education					9	2492

Science	4	291	18	4128	23	4396
History/Social Science	6	513	38	4473	48	4863
Career Technical Education			33	2323	46	2730
Music			10	454	10	454
Other Instruction-Related Assignments			1	178	17	1283
General Administration					1	48

Table - High School Enrollment and Unique Course Counts by Content Area from the 2020-21 end of year CalPADS report.

SLUSD has engaged in systems to work to ensure a broad course of study for all students. We are continuing to grow in how we do this at our continuation high school, which serves students 16 and older in need of credit recovery or behavioral intervention. We now have better quality ELD services for our few English Learners who are also in credit recovery but will this year embark on ensuring all continuation high school teachers build stronger practices towards integrated ELD across the content areas. SLUSD opened a new TK-12 virtual academy school to continue to adjust to serve students that need an alternate setting. An area of growth for us is to continue to offer robust peer mentoring and support to our Newcomer students who arrive towards the end of their high school years. In 2021, the school board approved a new strategic plan that highlights key areas of concentration connected to Priority 7. Goal 1 highlights access to science, social studies while improving math and ELA outcomes for historically marginalized student groups. Additionally, improved grade span transitions will help encourage access to engaging curriculum. Goal 2 expands prior objectives of multilingualism and cultivates college and career achievement through mentoring and counseling.