

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

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, 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

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

Standard: Local educational agency annually measures its progress implementing state academic standards 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 evaluation rubrics.

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 **3** 4 5

Next Generation Science Standards

1 2 **3** 4 5

History-Social Science

1 2 3 **4** 5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 **3** 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 **2** 3 4 5

History-Social Science

1 2 3 4 **5**

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 **4** 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 **4** 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 **4** 5

Next Generation Science Standards

1 2 3 **4** 5

History-Social Science

1 2 3 **4** 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education

1 2 **3** 4 5

Health Education Content Standards

1 2 **3** 4 5

Physical Education Model Content Standards

1 2 **3** 4 5

Visual and Performing Arts

1 2 **3** 4 5

World Language

1 2 **3** 4 5

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

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

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 **3** 4 5

Identifying the professional learning needs of individual teachers

1 2 **3** 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 **3** 4 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

Self-Reflection Tool for Parent Engagement (Priority 3)

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, 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 evaluation rubrics.

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and

3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Perris UHSD annually conducts stakeholder surveys and evaluations to determine effectiveness of outreach efforts to build capacity with our parents/community and parent involvement programs. The following activities are designed and evaluated to ensure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement.

- Develop family-friendly board policies;
- Provide professional development on family and community engagement for school staff;
- Offer training for parents and community stakeholders on effective communications and partnering skills;

- Provide better information on school and school district policies and procedures;
- Ensure timely access to information, using effective communications tools;
- Information that is translated into languages that parents/families understand;
- Hire and train school-community liaisons who know the communities' history, language, and cultural background to contact parents and coordinate activities;
- Develop an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs.
- Regularly evaluate the effectiveness of family involvement programs and activities.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

Met

Not Met

Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

In 2017-18, the district conducted the California Healthy Kids Survey that included the parent module. 543 responded to the survey; Key survey indicators are:

Parental Involvement

- School allows input and welcomes parents' contributions: 67% agree and strongly agree
- School encourages me to be an active partner with the school in educating my child: 70% agree and strongly agree
- School actively seeks the input of parents before making important decisions: 45% agree and strongly agree
- Parents feel welcome to participate at this school: 66% agree and strongly agree

Academic Orientation and Participation

- School promotes academic success for all students: 76% agree and strongly agree
- School is a safe place for my child: 73% agree and strongly agree
- School motivates students to learn: 69% agree and strongly agree
- School has adults that really care about students: 67% agree and strongly agree
- School provides opportunities for meaningful student participation: 69% agree and strongly agree

Respect and Cultural Sensitivity

- School treats all students with respect: 73% agree and strongly agree
- School promotes respect of all cultural beliefs and practices: 61% agree and strongly agree

Facilities

- School has clean and well-maintained facilities/properties: 77% agree and strongly agree

School Climate (Priority 6)

Standard: 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 California School Dashboard.

According to the results from the California Healthy Kids Survey administered during 2017/2018 school year the following information was communicated by students in grades 7, 9 and 11 regarding their perceived safety at school:

Students feeling safe or very safe:

Grade 7=45%

Grade 9=46%

Grade 11=40%

Non traditional school settings=49%

Students feeling neither safe nor unsafe:

Grade 7=41%

Grade 9=43%

Grade 11=47%

Non traditional school settings=43%

Students feeling unsafe or very unsafe:

Grade 7=14%

Grade 9=11%

Grade 11=13%

Non traditional school settings=9%

Additionally, the goal to increase participation in the survey by 3% was met.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

Met

Not Met

Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Based on the survey results, student risk behavior stands out as a major concern for parents and will be addressed in the Parent Advisory Committee as well other pertinent advisories and district leadership throughout the 2018-19 school year.

Student Risk Behavior

- Student alcohol and drug use: 47% somewhat a problem and large problem
- Harassment or bullying of students: 43% somewhat a problem and large problem

Discipline

- School clearly communicates consequences of breaking rules: 78% agree and strongly agree

- School enforces school rules equally: 61% agree and strongly agree

Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

PUHSD Local Indicators include a climate survey administered through the California Healthy Kids Survey (CHKS) to grades 7, 9, & 11; Positive Behavioral Interventions and Supports (PBIS) team that develop systems of support; classroom PBIS practices preventative and responsive approaches and collect classroom PBIS data; Career Technical Education (CTE) Course Completion of all 12th grade students; and districtwide AVID participation where all students inclusive of unduplicated and exceptional needs students including EL, Foster, LI, and SWD.

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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Climate Survey: California Healthy Kids Survey (CHKS) to grades 7, 9, & 11: the student participation increased by 10.2% meeting the goal of increased participation. In 2017-18; 4,259 student responses to the California Healthy Kids Survey. Positive Behavioral Interventions and Supports (PBIS): positive attendance incentives were provided to students that established and maintained outstanding attendance (being absent less than 1% of the school year), satisfactory attendance (being absent less than 4.9 % of the school year) and improved weekly attendance. Career Technical Education (CTE): CTE Course Completion: All 12th grade students. The district met the goal of maintaining the rate of 95% of 12th grade students completing a CTE course. The district met the goal of increasing student participation in AVID courses. An increase of 12% occurred in 2017-18 from 1880 students to 2105 students. In three years the district has shown an increase in student enrollment in AVID by 67.6%.

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.

PUHSD did not encounter any barriers that prevented providing access to a broad course of study for all students.

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?

NEW Actions and Services: Improve school climate and access for students to participate in extracurricular/co-curricular activities. Increase CTE pathway enrollment/completion by 3% annually. Maintain student enrollment in AVID. A committee was established which included district and site representatives to develop site based, district wide implementation of specific components of Positive Behavior Intervention and Supports and Restorative Practices. Policies, procedures, processes, and protocols for implementation were developed for implementation as was a network for coaching and support.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

Met

Not Met

Not Met For Two or More Years