

# Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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## 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	0	0
Total Teacher Misassignments	0	
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					5
Next Generation Science Standards			3		
History-Social Science		2			

**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					5
Next Generation Science Standards			3		
History-Social Science		2			

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					5
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	1				
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

## 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					5
Providing support for teachers on the standards they have not yet mastered				4	

### 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.

The district has adopted and purchased science curriculum in grades 6-8 in Spring 2021, and will be completing a pilot program for grades K-5 that was interrupted by Covid. This adoption process will include professional development beginning in the 2021-2022 school year and will not move into "Full Implementation" until this occurs. After a complete science adoption process, the district will then focus efforts on a math and a history adoption using current frameworks. English-language arts and mathematics have had the most time available for teachers and administration to implement new standards and provide training, support, and areas of need, so these two subjects were mainly rated as "Full Implementation and Sustainability." The district ELD program continues to be expanded on and improved so while it is rated at "Full Implementation," it fell short of a level 5 because of the improvements currently being made that will increase "Sustainability" in the coming years. Because the district serves students in grades TK-8, it does not go as deep into Career Technical Education as other districts who serve high school age students and therefore continues to stay in the "Beginning Development" stage until stronger connections to CTE curriculum for all students can be made.

## 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.				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.					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.

Newcastle Elementary School District is known as a small community and family-focused school. Relationships between all stakeholders, including staff, students, parents, and the community are at the center of the district mission and vision. The greatest strength in parent relationships within our district lies in the bonds created between teachers and the families they serve. Newcastle is a community focused school that values the longevity and history of families who have had more than one generation attend school here, sometimes being enrolled with the same

teacher. Capacity in the area of building trusting and respectful relationships with families is one of the greatest strengths of all staff members. Covid created new restrictions on how visitors and family members could participate in on-campus activities and created difficulties in how the district provided welcoming environments as these are usually done in person and had to shift to communication solely through videos and phone calls. Increased communication during the 2020-2021 school year became the critical lifeline between school and home to share and collaborate on student progress and academic achievement. A new area for improvement was made aware through stakeholder feedback and during parent meetings where the need to identify family cultures was discussed multiple times. While this conversation was started in the context of Black History Month, it made the district aware of other family cultures and student identities that can be and should be celebrated. NESD rated as a 5 for supporting staff learning about family strengths and goals for their children, but the score was reduced to a 4 because of the need to improve in understanding cultures and languages. Because these families most frequently identify as underrepresented, school site administration is partnering with key families to help plan engaging and interactive learning opportunities for all students that address a variety of family cultures.

**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.					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.

Distance learning and Covid has made traditional partnerships between home and school more challenging, but still incredibly important. New site administration has done a wonderful job of increasing and improving communication, mainly by ensuring each contact is followed up, making a tremendous effort to call families personally instead of relying on email, and by promoting and encouraging that same personal contact with all teachers and staff. Another current strength in family partnerships has been the use of iReady in all grades K-8 and the ability of the program to share clear, relevant, and meaningful data to students and families about individual student academic achievement throughout the year and not just at calendared parent conference times. One area for improvement is to continue to help families understand their legal rights and to be able to advocate for them. The district has made improvements in communicating rights of homeless families and has worked hard to inform these families of how the school and county can help them, including individually reaching out to homeless families that are already identified, and working closely with those that may be, but are not yet, identified. The special education department and the 504 department inform families of their legal rights at each meeting, but in order to improve the 504 process, based on 504 family



stakeholder feedback, all meetings will be scheduled within the first 2 weeks of school to ensure that families are starting each school year with a full understanding of their rights.

**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.					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.				4	
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.				4	
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.

Despite the capacity or ability of staff and administration to engage with and encourage participation in advisory committees, sometimes it is difficult to for families to participate. This is true in a typical school year and Covid, coupled with changes to administration and teaching staff mid-year, complicated this process even more. In a traditional school year, part of this can be due to our smaller population. Committees like School Site Council led the effort of collaboration with parents to engage in decision-making activities. This type of committee will started to do work on making suggestions for improving family activities at school that are engaging, relevant, and informative with a focus on recovery after pandemic restrictions are lifted. One area identified for improvement is the participation rate for families of students who qualify as English language learners, foster youth, homeless youth, and/or socioeconomically disadvantaged. The district will improve the engagement of underrepresented families by reaching out and communicating individually with a greater level of frequency. This can include collecting individualized information from families or sending separate surveys that focus on the greatest needs of these families and students, including addressing hurdles that may keep families from engaging with the school.

## 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?

In previous years, the district has administered the California Healthy Kids Survey to students in grades 5 and 7, but last year was not required to give the CHKS and decided to proctor its own in-district survey and compare results to the year prior, asking many of the same questions and inserting district-specific questions as well. And this year, despite the difficulties presented by Covid, the CHKS was administered in May but the results have not yet been shared with the district. Without accurate data for this year, the district is relying on information and data provided from the last survey given to students. Key learnings from the survey indicated that there has been growth in the 5th and 8th graders feeling of connectedness, safety, and well-being. Other grade levels provided a baseline to compare future results against. And the percentage of students who have been bullied online or have witnessed bullying was much lower than anticipated, which has led to discussion amongst staff and administration about if this really an truthful statistic, or if students are so desensitized to bullying online that they do not recognize it when it is happening. From our data, we are able to see growth areas in student's overall well-being, their connectedness to at least one adult on campus, and their lack of bullying interactions online and in real life. Growth areas will include student's perceptions of school and increasing the number of students who have a positive perception as opposed to a negative one, and student connection to administration and increasing the relationship building between the two groups. In the past two years, the district has implemented a social-emotional curriculum that works on teaching students skills in some of these areas, and also allows for an open dialogue between the students and the teacher to give both groups a better understanding of the needs our students face as well as a safe space to communicate. Newcastle is eager to have updated survey information that will help guide next steps for student support with a specific focus on how Covid and distance learning has impacted student health, well-being, friendships, sense of belonging, and connectivity to school.

## 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)

Because of the small size of the school population, with all students in grades TK-8 totaling less than 500, and no more than 2 teachers per grade level, tracking our student enrollment in classes and courses of study is an uncomplicated process for the district and the school site. Students are identified and tracked through the master schedule, Aeries, teacher credentialing and teacher assignments. All students, including English language learners, foster and homeless youth, socio-economically disadvantaged students, and special education students are enrolled in the same classes and attend those classes side-by-side general education students without variation to experiences or curriculum unless specifically indicated through an IEP. Using the master schedule, Aeries, and teacher assignments, the district is able to identify and track all students and placement within classes throughout the school year. Because there is only one school site, both Newcastle Elementary and Newcastle Charter students experience identical access to the course of study. The small school population ensures that students in each grade level are taught the same curriculum and that there is no variation to the courses they are enrolled in. All students, including English language learners, foster and homeless youth, socio-economically disadvantaged students, and special education students are enrolled in the same classes as all general education students and differentiation takes place within the classroom at the direction and instruction of the credentialed teacher. Over the past three years all students have had increased access to Spanish and music classes as those have expanded the grade levels which they cover. Courses of study have been board adopted, aligned with California Education Code and reviewed annually through the LCAP process. Based on the results of the locally selected tools used to track student access to courses, the district has been able to ensure equal access to the required courses of math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers. Because our school is a TK-8, it takes additional evaluation of grade level coursework to ensure students are receiving college and career lessons and many of them are integrated into the English language arts, mathematics, and science curriculum. And while performing arts is a class for all TK-5 grade students, there is additional evaluation to ensure visual arts are taking place in the classroom and that 6-8 grade students are receiving performing arts integrated into the subject specific curriculum. These are reflected in lesson plans and observation notes taken each trimester and are also reflected in development of the LCAP annually. In response to the results that have been analyzed by the district, few revisions will need to take place. A district form has been created to ensure access and equability to course access for all students in all grade levels, similar to that of a master schedule in other districts. This master schedule will also need to be reviewed with the Director of Special Education to ensure IEP students have not been denied the opportunity to engage in any learning activities because of pull-out support (which the district has been successful at accomplishing so far). The Coordinator of State and Federal Programs will work on a deeper review of CTE standards and will need to create a spreadsheet showing alignment of CTE standards and current curriculum to identify any gaps that may need to be addressed.