

The State Board of Education (SBE) approved standards for the local indicators that support local educational agencies (LEAs) in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Measuring LEA progress on the local indicator based on locally available information, and
2. Reporting the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and
3. To stakeholders and the public through the Dashboard.

For each applicable local indicator, LEAs assign one of three performance levels:

- Met
- Not Met
- Not Met for Two or More Years

LEAs make the determination for each applicable local indicator by using self-reflection tools to measure and report their progress through the Dashboard. The collection and reflection on locally available information relevant to progress on local priority areas will support LEAs in local planning and improvement efforts.

Priority 1

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

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 mis-assignments of teachers of English learners, total teacher mis-assignments, 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): **45**

Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

The SMUSD completes a required School Facility Conditions Evaluation annually in the fall using the Facilities Inspection Tool, and due to substantive budgetary limitations and the failure of the state of California to effectively fund deferred maintenance, there are several areas of the San Marino Unified School District whose Facilities Inspection tool found to be deficient. Actions have been identified to address each issue as the budget allows.

Priority 2**Implementation of State Academic Standards**

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.

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

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.

English Language Arts – Common Core State Standards for English Language Arts	5
English Language Development (Aligned to English Language Arts Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	4

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.

English Language Arts – Common Core State Standards for English Language Arts	5
English Language Development (Aligned to English Language Arts Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	5
History-Social Science	4

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)

English Language Arts – Common Core State Standards for English Language Arts	5
English Language Development (Aligned to English Language Arts Standards)	4
Mathematics – Common Core State Standards for Mathematics	5
Next Generation Science Standards	4
History-Social Science	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.

Career Technical Education	4
Health Education Content Standards	5
Physical Education Model Content Standards	5
Visual and Performing Arts	5
World Language	4

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?

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

Priority 3**Self-Reflection Tool for Parent Engagement**

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.

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Introduction: 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

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.
Rating Scale: **4 – Full Implementation**
2. Rate the LEA's progress in creating welcoming environments for all families in the community.
Rating Scale: **4 – Full Implementation**
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
Rating Scale: **4 – Full Implementation**
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.
Rating Scale: **4 – Full Implementation**

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.

The San Marino Unified School District effectively builds relationships by clearly and consistently communicating with and providing families various and multiple opportunities for school involvement and engagement. Each school site facilitates a School Site Council, an English Language Advisory Committee, as well as vibrant Parent Teacher Associations. Furthermore, the District facilitates a District English Language Advisory Committee, a Local Control Accountability Plan Stakeholder Committee, and a Facility Advisory Committee. Community members are welcomed on all four SMUSD campuses for monthly coffee with the principal as well as for events such as Open House, Back-to-School Night, visual and performing arts performances, sports events, and parent teacher conferences as needed on an ongoing basis. Parents are asked their opinions and thoughts each year as it relates to their overall student health and wellness as well as their own school connectedness through the California School Parent Survey. The data gleaned from this survey aids in the development of different strategies and practices for all when interacting with parents and the greater San Marino Community. Parents are consistently encouraged to participate in their child's education via several online communication tools including Blackboard, Constant Contact, the SMUSD Mobile App, email, Twitter, Facebook, Instagram, and the two local newspapers.

Building Partnerships for Student Outcomes

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.
Rating Scale: **4 – Full Implementation**
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.
Rating Scale: **4 – Full Implementation**
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.
Rating Scale: **4 – Full Implementation**

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.

Rating Scale: **4 – Full Implementation**

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.

The San Marino Unified School District effectively builds partnerships for student outcomes. Parents are consistently encouraged to participate in their child's education via several online communication tools including Blackboard, Constant Contact, the SMUSD Mobile App, email, Twitter, Facebook, Instagram, and the two local newspapers. School sites reach out to parents regarding attendance, discipline and academic progress via multiple means including but not limited to email, PowerSchool, phone calls, progress reports and the various community committees facilitated by the San Marino Unified School District. All major documents such as the first day packet, registration, student score reports, etc. are translated as are all meetings involving parents at the school site including parent conferences. The District is working on the development of professional learning to increase staff capacity to provide ever improving partnerships to increase student outcomes.

Seeking Input for Decision Making

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.

Rating Scale: **4 – Full Implementation**

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

Rating Scale: **4 – Full Implementation**

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.

Rating Scale: **4 – Full Implementation**

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.

Rating Scale: **4 – Full Implementation**

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.

The San Marino Unified School District effectively seeks input on decision making. Each school site facilitates a School Site Council, an English Language Advisory Committee, as well as vibrant Parent Teacher Associations which provide advice and input on a variety of issues and ideas. Additionally, our Board of Education President provides a weekly communication to the community regarding the items discussed and taken action on, at all Board meetings. Furthermore, the District facilitates a District English Language Advisory Committee, a Local Control Accountability Plan Stakeholder Committee, and a Facility Advisory Committee. Meetings and major print items are translated for families learning English. Input from Parents are consistently encouraged to provide input on

decision making both through the aforementioned face-to-face meetings as well as via several online communication tools including Blackboard, Constant Contact, the SMUSD Mobile App, email, Twitter, Facebook, Instagram, and the two local newspapers.

Priority 6**School Climate**

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.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (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. 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. The following are suggested guiding questions to help frame the narrative summary:

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?

The San Marino Unified School District (SMUSD) administered the CA Healthy Kids Survey (CHKS) through WestEd for the 2018-19 school year. In total, 835 students in grades 5, 7, 9, and 11 responded to the core module survey (G5=135, G7=208, G9=262, G11=230). Through a careful review of the summary of key indicators, overall 67.5% of students who responded indicated having a high degree of “School Connectedness” (G5=82%, G7=67%, G9=59%, G11=62%). Additionally, 78.75% of students who responded indicated “School perceived as very safe or safe” (G5=96%, G7=71%, G9=72%, G11=76%). The SMUSD remains focused to ensure students feel safe and connected at school. As such, we continue to look for ways to enhance wellness through the Wellness Task Force made up of staff, parents and students. Additionally, we continue to increase access to our high school wellness center to meet the needs of our students who are dealing with increasing levels of stress and anxiety. We will continue to refine practices, and increase supports where we are able in order to reverse the trend of student perceptions regarding school safety and connectedness.

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.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

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.

The SMUSD uses the Student Information System PowerSchool to track the extent to which all students have access to, and are enrolled in, a broad course of study. The system identifies the total number of students enrolled in any grade span and course as well as the number of students in our unduplicated count primarily students learning English, students who qualify for Title I funding, and students with exceptional needs.

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.

Students in the SMUSD have equitable access to a broad course of study. Students learning English are enrolled in courses with grade level peers and provided support within those courses, along with designated support. Students with exceptional needs are also enrolled in courses with grade level peers and provided the appropriate support minutes and courses per their Individual Education Plan. All students have access to introductory courses for visual and performing arts courses, and computer programming courses. Honors and Advanced Placement courses are available to all students who meet the course prerequisite requirements.

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.

Given the results of the summary of data provided by our selected measures and tools, it has been determined that the SMUSD is providing a broad course of study to all students at all levels. Prerequisites are a barrier to access of honors and AP courses. Additionally, student access based

on their language level or the needs identified in their Individual Education Plan (IEP) may also prevent them from enrolling in a course.

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?

In response to the results of the summary of data provided by our selected measures and tools, we are continuing our review of honors and Advanced Placement access. Additionally, teachers are being provided professional learning in the area of Universal Design for Learning in order to increase access for all learners.