

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is provided below.

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

LEAs will provide the information below:

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

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

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

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

All fields marked with an asterisk (*) are required

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:

Optional: 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.

PRIORITIES

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

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the 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 as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools.

The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

In 2022-23 the overall percentage of students who met district standards in ELA was 80.1 percent for ELA and 83.9 percent for math. When STAR data is disaggregated by ethnicity, Reading Proficiency and Math Proficiency shows higher percentages of white and multi ethnic students are meeting district benchmarks for proficiency than black, Hispanic, and Asian students. For 2022-23 the overall percentage of graduating seniors completing UC A-G requirements is 70.6% Disaggregated by ethnicity the highest percentage of seniors completing A-G requirements are Asian 84.4% EL 39.4, White 76.7%, and Multiethnic students at 73%. The lowest percentages completing UC A-G requirement of students are students with disabilities at 27.7%. There subgroups fall in between these two groups with Socioeconomically disadvantaged students at 57%, Hispanic Latino 52.5%, English Learners at 39.4%, and African American at 28.6%. For 2022-23 the overall percentage of 12th grade students completing a Career Technical Education (CTE) is 23.1%. The overall percentage of High School Students Enrolled in CTE Pathway Coursework is 32.6%, and the percentage of students completing A_G and a Career pathway in is 14% while career pathway AND UC A-G Completion is 16%. For English Learner access to the Common Core State Standards (CCSS) AUSD tracks the percentage of non-newcomer ELs accessing the CCSS in a setting with English-only peers: 2022-23:

Elementary: 100%; Secondary: 100%. At the elementary level all students are accessing a broad course of study through the district's adopted/implemented curricula in core subjects. In addition to this, students receive weekly instruction in music, media center studies, and physical education. AUSD continues to monitor the access to a broad course of study specific to English Learners. At the K-5 level the district continues to implement a CCSS-aligned curriculum. At the 6-12 level the district is engaging staff to further align curricula across sites. CCSS for ELA and Math are measured by the SBAC Performance of students in grades 3-8 and 11.

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 N/A

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 N/A

Support for Teachers and Administrators

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

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:

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.

PRIORITIES

Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

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

3 – Initial Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

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

2 – Beginning Development

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

2 – Beginning Development

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

3 – Initial Implementation

Building Relationships Dashboard Narrative Boxes

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

The Family Trust Survey revealed a small increase in positive responses from African American families in relation to school connectedness. CCEIS Scholar families had a strong increase in positive responses to school connectedness. AUSD's current strengths in building strong relationships with between school staff and families includes the following district-wide efforts 1- To build cultural competency for site leaders, intervention leads, counselors, psychologists, and staff. These professional development sessions will provide racial and culturally responsive professional learning opportunities regarding personal lens and trauma-informed practices. The goal fosters normalization of racial dialogue and the development of interracial justice community. Conceptions explored include vulnerable inquiry, discussion, and action related to the foundations of race, racism, implicit-bias, micro-aggression, whiteness, and the ethos of white supremacy culture, and how they affect adult educators and students. This learning opportunity will focus on the necessary lens and tool development for how to assess and view the needs and presentation patterns of Black students and families and students of color, in general, through COST, SST, and 504 processes. 2- AUSD's Office of Equity launched a Diversity, Equity and Inclusion Community of Practice following a Guiding Question: How do we create safe and inclusive spaces in our schools? Four sessions included: The Power of Influence, Your Locus of Control, Intersectionality, Bridging and Belonging 3- As part of the AUSD's

CCEIS plan, we hosted four district-led Family Workshops. Topics included: How to talk to your children about race. Milestone grade level conversations (3rd, 6th, 9th, 11th grade). We also hosted a focus on Future Careers workshop with a variety of workforce industries present. 4- We are implementing Dual Capacity Development at five of our nine elementary schools. We're working with teachers and families to bridge connections between home-school in an effort to engage and build relationships that are academically focused in support of student achievement. Successful engagement requires both educators and family members to develop essential beliefs, knowledge, skills, confidence, social relationships, and other capacities that aid in building academic partnerships.

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

AUSD will continue its work to build staff cultural competency. AUSD is also asking school sites to intentionally outreach and host affinity spaces for African American/Multi-Ethnic and Latino families and students to help meet the unique needs that are presented. There will be continued work on CCEIS, and the Office of Equity will work to support site needs with family engagement. We have also hired 4 Scholar Staff and Student Advisors to assist 4 school sites with building strong relationships with families and staff. Philosophically, we are also helping to shift the locus of control and advocacy work down to the school sites. The power in strong school-family relationships should be centered at each individual school site with support from central office. Dual Capacity Development will continue at sites and may extend to the other four schools as a practice to forge academic partnerships between families and teachers. We must continue to cultivate Diversity, Equity and Inclusion at each school site as the level to transform schools with the district office in the role of support.

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

Office of Equity is committed to sponsoring family engagement workshops/events that target underrepresented. For example, Black Joy and End of Year Family Celebration, Black Promotion Celebration, Acknowledge Multiple Heritage Months, acknowledge and raise awareness and resources to honor our families of color. The Office of Equity will support families with resources and information to make grade level transitions easier to navigate.

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

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

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

2 – Beginning Development

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

3 – Initial Implementation

Building Partnerships Dashboard Narrative Boxes

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

We are continuing to make progress with efforts to increase family engagement and capacity development through School Linked to Learning Activities. This year we are building further on with Dual Capacity (parent-teacher partnerships focused on academic achievement) across our TK-8 school sites. The Office of Equity also hosted Teneh Weller to train our district managers and Office Managers on Customer Service and Relationship building in service of equity. LEAD for Learning PD training is given to site administrators to encourage creating conditions for adult learning and one strategy that has been presented was to share a protocol to shadow and listen to student voices to best understand how they are experiencing the school system.

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

AUSD continues its focus on Academic discourse, student relationships, creating conditions for adult collaboration, and culturally responsive practices

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

Office of Equity is committed to sponsoring family engagement workshops/events that target underrepresented. For example, Black Joy and End of Year Family Celebration, Black Promotion Celebration, Acknowledge Multiple Heritage Months, acknowledge and raise awareness and resources to honor our families of color. The Office of Equity will support families with resources and information to make grade level transitions easier to navigate.

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

2 – Beginning Development

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

2 – Beginning Development

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

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

3 – Initial Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes

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

AUSD's current strengths in seeking input from decision making include opportunities for families to participate in the following committees and provide input: Curriculum Review and Review Sessions: The Curriculum and Instruction Review Session is composed of community members and district and school staff and provides an opportunity for our parents and community members to give input and feedback about current and future curricula adoptions. This is a key avenue through which stakeholders can contribute perspective and ideas on our teaching and learning programs; they meet four times a year. This year, there is a Math curriculum and History Social Science review underway. LCAP/CAC: The three-year Local Control and Accountability Plan describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. Our Community Advisory Committee is composed of members of our community including teachers, equity roundtables, site staff, and families from across the district. District English Language Advisory Committee: Each California public school district with 51 or more English Learners must form a District English Learner Advisory Committee (DELAC): This district-level committee is composed of parents, staff, and community members and is charged with advising district officials on English learner programs and services. Diversity, Equity & Inclusion Community of Practice (DEI), hosts a series of community engagement conversations aims to create a place to build relationships, build trust, reflect, discuss and leverage internal expertise by sharing with one another, and co-construct ideas. All AUSD parents and caregivers are invited to this space to brainstorm and generate inclusive ideas that can be applied to the groups they influence. Equity Roundtables: AUSD is home to many equity and inclusion committees/roundtables: Alameda Mosaic, supporting African American/Black/ Multiethnic families; ALCANCE, a learning community for our Spanish language families; Asian Pacific Islander (API), and our LGBTQ staff and student roundtable, Jewish Roundtable, and Muslim Roundtable.

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

Bolster channels of communication for student voice- expand our outreach from the DEI and aim to attract new participants and voice from parent leaders. Strategic partnership with our most marginalized families in Alameda. For example those who live at the Alameda Point (Alameda's most vulnerable community) is also a target parent population we want to engage and support.

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

Under the inspiration of the CCEIS actions, TK-8 sites are selecting focal scholars and their families to provide wrap around (academic and social) services. Students who are below the 50th percentile in STAR Reading and Math, chronically absent and more than one office referral or suspension is top priority beginning with black, multi-ethnic, Latino students, followed by others who meet with this criteria and by joint agreement with parents are considered scholar students. There are also four advisors at two elementary schools and two middle schools where there is a higher concentration of students who meet criteria, manage a caseload of up to 20 scholars. Increase Social Media outreach and presence to provide multiple channels of communication for families who may feel more connected through that medium.

PRIORITIES

Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (Dashboard) to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

School Climate (LCFF Priority 6)

Introduction

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

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

Instructions

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Taking the average aggregate data from our Wellness Surveys: Answering “Yes, most of the time” and “Yes, all of the time” when asked “Do you feel safe at school?” (Elementary) or “Yes, most of the time” and “Yes, all of the time” when asked “I feel supported and socially connected at school” (Secondary). Key learnings from the Wellness Survey data indicate that the Culture and Climate is positive for students and that there is a feeling of safety and acceptance at all our school sites, TK-12. Average Elementary (Grades 3-5) Wellness Survey completion rate is 63% of the district population Elementary students reporting that they did NOT feel safe at school on at least one of the surveys: Asian/Asian American - 4% Black/African American - 8% Hispanic or Latinx - 5% White - 5% Mixed (two or more) ethnicities - 3% Average Secondary (Grades 6-12) Wellness Survey completion rate is 53% of the district population Secondary students reporting that they did NOT feel supported and socially connected at school on at least one of the surveys (by race/ethnicity): Asian/Asian American - 6% Black/African American - 11% Hispanic or Latinx - 8% White - 6.5% Mixed (two or more) ethnicities - 7.5% 23-24 CHKS Survey data completion rate for Grade 5 is 87%. 23-24 CHKS survey data completion rates for secondary is: Grade 7 - 86% Grade 9 - 69% Grades 11: 31% Secondary students (taking the average of the 7th and 9th grades students for a more accurate response rate) answering the CHKS survey reporting that they did NOT feel safe at school: (by race/ethnicity): Asian/Asian American - 29.5% Black/African American - 38% Hispanic or Latinx - 36% White - 26% Mixed (two or more) ethnicities - 28.5% Elementary students (5th grade) answering the CHKS survey reporting that

they did NOT feel safe at school: (by race/ethnicity): Asian/Asian American - 14% Black/African American - 33% Hispanic or Latinx - 7% White - 9% Mixed (two or more) ethnicities - 10%

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Survey results show the disparity in feelings of support and safety for our African American youth across all grade levels (elementary and secondary). This disparity of our Black/African American youth feeling safe or supported at our schools is an area of growth for AUSD. Possible internal causes could be: lack of clarity for school staff on what culturally inclusive classrooms look like, the need for additional training on culturally and linguistically responsive pedagogy, and a need to hire more BIPOC staff so that students see themselves reflected on our campuses. Challenges in this area also include the social and political climate outside of our school walls that have significant impact on our Black/African American youth. We know that there has been a dramatic increase of Black/African American youth experiencing mental health crises and suicidal ideation. They experience systemic racism, are grossly misrepresented in media coverage, and have to code switch between friend groups, work, family, etc. School should be the one place that they can be their authentic self, be loved and supported, and have an overall feeling of safety.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to this data, AUSD continues to establish and align supports for students. This includes reinforcing the need for culturally inclusive school communities, which can be created by full implementation of Tier 1 Restorative Practices TK-12, baseline small group social-emotional offerings using research-based curriculum with ongoing progress monitoring by COST teams, the continuing collection and reflection of Wellness survey data, and clear partnership with our families. The future data generated by our Culture & Climate (PBIS) and COST teams will allow us to monitor the progress of these efforts, specifically as it relates to students currently demonstrating a disparity in the data.

Furthermore, through the Tiered Fidelity Inventory, we will be able to, in part, assess the consistency of these practices across all sites. That process allows us the opportunity to make revisions based on on-going student progress and expressed need. The district is also working to recruit more staff of color. A Management for Equity task force has been created which aims to increase the awareness of and strategies for more equitable recruitment and hiring practices. One example of how this work is coming to fruition is through a community-based Job Fair, meant to attract local and diverse community members to our school district's current job openings.

Criteria:

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

PRIORITIES

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 as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners 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 as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in 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.

AUSD has selected the following local measures to track the extent to which students have access to the AUSD broad course of study: 1. the percentage of Seniors who complete the University of California A-G Requirements; 2. the percentage of students in Grades 10-12 who enroll in at least 1 AP course; 3. the percentage of 12th grade students who complete a Career Technical Education (CTE)

Pathway; 4. the percentage of students enrolled in CTE Pathway who complete the University of California A-G Requirements.

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.

Overall 48 % of AUSD students in grades 10-12 are enrolled in at least 1 AP course. The percentage of Graduating Seniors in AUSD who complete UC A-G requirements is 67%. Our district offers CTE pathways at three high schools. AUSD currently offers eight CTE pathway programs that are open to all students. Enrollment data reflect the fact that students from Special Populations are accessing and are enrolling in these programs of study with ~49% of the pathway enrollment coming from SPED, SED, or ELL. The number of pathways is determined by the size of the high school with the largest high school, Alameda High, offering five CTE pathways, Encinal High offering three CTE pathways and Island High offering one pathway. Each of the pathways offers a two-course sequence. The majority of pathways offer a minimum of one A-G course. Two pathways, Biotech and Digital Film, offer students who achieve a grade of B or better articulated credit with Laney College.

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.

Encinal and Alameda High Schools do not offer the same AP and CTE courses. For example, Encinal does not offer Calculus BC and Alameda High does not offer the Radio Broadcasting. In addition the High schools do not offer the same world languages. Ninth grade students are slightly more restricted in their course of study because they are required to take Ethnic Studies and Navigating Life electives. Two CTE pathways also require ninth-graders to complete biology prior to enrolling in those pathways. The number of CTE pathways offered by each high school is determined by the size of the high school. Pathway courses are electives and each high school is limited in offering the number of electives supported by student enrollment.

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?

Our efforts to expand the number of pathways offered has served to increase the overall percentage of high school students participating in CTE pathways. CTE pathway recruitment strategies include a video marketing campaign that is included in the high school course selection process. Current CTE students produce the recruitment videos for their specific pathway. Students use the videos to speak about their personal experiences and to encourage other students to enroll. The district created a CTE YouTube channel that serves as a repository for all the videos and that will enable students and their parents to view the videos on demand. Another successful strategy that our district has started to implement is to structure an activity for all ninth graders at each high school to take part in a CTE pathway recruitment activity. This effort helps to ensure that all students have a basic exposure to that pathway and can make more informed course selection. For example, all ninth graders participate in a hands-on Biotech lab led by Biotech pathway students. This serves to ensure the ninth graders understand the type of lab science offered in that CTE pathway. The district arranged a similar hands-on activity in the Computer Science pathway when all ninth graders participated in a coding activity. This recruitment strategy has increased enrollment in those two pathways.

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](https://www.cdpe.org/california/priorities/priority07?schoold=0&cdsCode=0161119000000).