

Lemoore Union High School District
Appropriately Assigned Teachers, Access to Curriculum-Aligned
Instructional Materials, and Safe, Clean and Functional School Facilities
LCFF Priority 1 (LEA Requirement)
Self-Reflection Tool

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all 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.

Indicator	Data Reported
Number & Percent of misassignments of teachers of English Learner Students	# / 0 %
Number & Percent of total teacher misassignments	# / 0 %
Number of vacant teacher positions	# / 0 %
Number & Percent 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
<i>Optional:</i> 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.	
Criteria: Assessment of the LEAs performance on meeting the standard: Lemoore Union High School District works to ensure that all students have access to standards-aligned instructional materials, that facilities are in a "Good" state of repair on the Facilities Inspection Tools, and that highly qualified teachers are working with all students.	

Date Taken to Local Governing Board: _____

Lemoore Union High School District
Implementation of State Academic Standards
LCFF Priority 2 (LEA Requirement)
Option 2: Reflection Tool

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

Indicator Item	Rating				
1. Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics- Common Core State Standards for Mathematics				X	
Next Generation Science Standards <i>(added STEMScopes curriculum & training)</i>				X	
History-Social Science				X	
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 being taught.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics- Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	
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)					
Academic standards and/or curriculum frameworks	1	2	3	4	5
ELA- Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics- Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	

History-Social Science				X	
4. Rate the LEA's progress implementing each of the following academic standards adopted by the State Board of Education for all students.					
Academic standards and/or curriculum frameworks	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts					X
World Language				X	
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).					
Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered				X	
<i>Optional:</i> 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.					
<p>Criteria: Assessment of the LEAs performance on meeting the standard: When reviewing staff survey data, as well as, surveying the administrative team, LUHSD has worked very hard to provide Professional Development opportunities for all staff. LUHSD has recently adopted STEMScopes for the NGSS curriculum, and is completing training for all science teachers. All site teachers, support staff and administration are currently working with Solution Tree consultants to further develop Professional Learning Communities at all sites, with the goal to increase student achievement.</p>					

Date Taken to Local Governing Board: _____

Lemoore Union High School District
Parent Engagement
LCFF Priority 3 (LEA Requirement)
Self-Reflection Tool

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

Indicator Item	Rating				
<p>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.</p>					
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.				X	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				X	
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				X	
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.				X	
<p>Dashboard Narrative: 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. On the LCAP Surveys, parents responded that the environment at the school welcoming, inviting, and office staff are friendly to visitors (93%), and that the schools communicated often about rules, policies and activities (90%). Students are provided a challenging curriculum (80%) and have access to a broad curriculum (83%). The parents responded positively to the schools being an inviting place to learn (77%). All small number of parents (9%) felt that the school did not respect all cultures and their beliefs, which is positive for all school sites but this will remain a priority in the current school year. One area to focus on is response to parent emails and calls in a timely manner, which only 63% of parents responded positively.</p>					
Building Partnerships for Student Outcomes	1	2	3	4	5
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.				X	
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.				X	
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.				X	
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.				X	

Dashboard Narrative: 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 majority of parents (79%) responded that students have a plan of study connecting their students to a career goal and (63%) felt their students were prepared for a postsecondary career. Parents felt their students have access to a challenging curriculum (81%) and were taught critical thinking skills (73%). Parents that responded that their students did not have access to technology (13%) or to adequate curricular materials (10%), but is an area that we work hard to ensure students have appropriate access to. This will be an area of focus for the current school year, for all students and parents to feel they have access to curricular materials and technology and for staff to remove any existing barriers.

Seeking Input for Decision Making	1	2	3	4	5
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.				X	
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
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.			X		
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.			X		

Dashboard Narrative: 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.

Parents responded in a positive manner (ranging from 75-90%) on multiple questions about the school communicating with parents regarding student progress, enforcement of rules, and updates on school activities and events. The responses ranges dropped (64%) when asked if parents and students had input on rules, policies and changes at the school sites. This is an area of improvement for all sites, and to specifically target Spanish-speaking parents during the current school year. LUHSD is collaborating with PIQE to host parent involvement classes for Spanish-speaking parents with the goal to increase parental involvement.

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.

Criteria: Assessment of the LEAs performance on meeting the standard: Lemoore Union High School District (LUHSD) collects parent data through the LCAP survey. Demographically, the parent response is representative of the current student body. Of the total respondents, about 21% were parents of 9th grade students, 23% of 10th grade students, 26% of 11th grade students and 29% of 12th grade students. 12% of the parents responding had students that were in Special Education, and 15% received free and reduced lunches. Ethnically, the respondents were as follows: 32% White or Caucasian, 35% Hispanic, 6% Asian, 2.5% African-American, 1% Native American, 13% Multi-racial and 8% declined to answer. Parents that responded to the LCAP survey generally gave positive responses to the survey questions and seemed pleased with the education their student is receiving at LUHSD Schools.

Date Taken to Local Governing Board: _____

Lemoore Union High School District
School Climate
LCFF Priority 6 (LEA Requirement)
Student Survey

Standard: 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. *Provide a Narrative Summary. Text items will be combined into one (1) answer box and the box is limited to 3000 characters.*

Indicator Item
<p>1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.</p>
<p>The California Healthy Kids Survey is conducted every other year at LUHSD. Student surveys at each individual site for different school requirements, such as WASC accreditation, LCAP or by the Student Services Department. The other student surveys share similar results as the California Healthy Kids Survey. Many of the current societal issues, such as bullying, access to social/emotional counseling, and school safety remain as important issues to all students.</p>
<p>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, or barriers?</p>
<p>In looking at the summary of key indicators, the results show some positive numbers, as well as, some key areas to focus on. In looking at School Engagement and Supports, 9th grade results are School connectedness (high) 70%, Academic motivation (high) 59%, Truant more than a few times 13%, Caring adult relationships 64%, High expectations (high) 83%, Meaningful participation (high) 32%. The 11th grade results are School connectedness (high) 60%, Academic motivation (high) 38%, Truant more than a few times 5%, Caring adult relationships (high) 60%, High expectations (high) 60%, Meaningful participation (high) 26%. Results from School Safety and Substance Use are as follows: 9th grade are School perceived as very safe or safe 57%, Experienced any harassment or bullying 35%, Had mean rumors or lies spread about you 35%, Been afraid of being beaten up 23%, Been in a physical fight 11%, Seen a weapon on campus 18%, and Been drunk or "high" on drugs at school, ever 7%. 11th grade results are School perceived as very safe or safe 56%, Experienced any harassment or bullying 30%, Had mean rumors or lies spread about you 24%, Been afraid of being beaten up 14%, Been in a physical fight 13%, Seen a weapon on campus 20%, and Been drunk or "high" on drugs at school, ever 16%. The section on Mental and Physical Health yielded the following results. 9th grade results are Current alcohol or drug use 19%, Current binge drinking 7%, Very drunk or "high" 7 or more times 6%, Current cigarette smoking 5%, Current electronic cigarette use 9%, Experienced chronic sadness/hopelessness 31%, and Considered suicide 19%. The 11th grade results are Current alcohol or drug use 26%, Current binge drinking 13%, Very drunk or "high" 7 or more times 11%, Current cigarette smoking 9%, Current electronic cigarette use 10%, Experienced chronic sadness/hopelessness 27%, and Considered suicide 18%.</p>
<p>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?</p>

When analyzing the results of the California Healthy Kids Survey, the three goals outlined in the LCAP continue to be areas of focus. Goal #1 focuses on students being prepared for college and careers, so the goal of making the curriculum rigorous and relevant remains. Goal #2 looks at providing students with the needed supports to be successful in their academics. Behavior and safety may not be a high concern but students do state the need for more social and emotional supports. Goal #3 targets school safety, cleanliness and facilities being adequate to support student learning. The development of the Student Services department in the 2018-2019 school year is a vital element to the district implementation of Multi-Tiered Systems of Supports and Positive Behavior Intervention and Supports. The district will continue to implement, evaluate and adjust the MTSS / PBIS system of interventions to assist in removing impediments to student learning.

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

Criteria: Assessment of the LEAs performance on meeting the standard: One area of focus is to continue to implement and adjust social and emotional supports for all students. Suspension data suggests that reducing impediments for students is essential to keep students in class and continually progressing academically.

Date Taken to Local Governing Board: _____

Lemoore Union High School District
Pupil Access
LCFF Priority 7 (LEA Requirement)
Self-Reflection Tool Approach

Standard: LEA to 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: *Provide a Narrative Summary:*

Indicator Item
<p>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.</p>
<p>LUHSD ensures all students, including unduplicated students and students with exceptional needs, have access to a broad course of study by developing four year plans with students for course planning, regular meetings with counselors for class selection and placement, a wide variety of college preparatory and CTE courses available, and by offering an extensive variety of interventions and supports to ensure student success in courses. LUHSD is collaborating with California College Guidance initiative to achieve two objectives: 1) All high school seniors will have clear postsecondary goals and a plan on how to achieve them. 2) Student transcript data will follow them through the educational system to provide information on admissions, placement, guidance and financial aid.</p>
<p>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.</p>
<p>Students (including unduplicated students and students with exceptional needs) received instruction in visual or performing arts, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE. Approximately 235 students participated in music instruction in 2018-19 Approximately 692 students participated in visual art instruction in 2018-19 Approximately 1,380 students participated in PE in 2018-19. The current Graduation Rate indicator for LUHSD is Green and the overall rate is 93.3%, increasing 3.5% from the previous year.</p>
<p>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.</p>
<p>Our only barrier is the fact that due to required courses in core subject areas, students in 9th and 10th grade are often limited to one elective course to explore performing arts, agriculture, NJROTC, CTE, and other enriching courses.</p>
<p>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?</p>
<p>The district continues to increase supports and interventions to ensure students can be successful in their course of study. To that end, more emphasis has been placed on our Multi-tiered System of Supports (MTSS). Also, LUHSD is collaborating with Solution Tree to improve the use of Professional Learning Communities with the goal to change essential practices and instruction that leads to increased student achievement.</p>
<p><i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding</i></p>

its progress on the extent to which students have access to, and are in enrolled in, a broad course of study.

Criteria: Assessment of the LEAs performance on meeting the standard: Graduation Rate indicator is high (Green) for LUHSD at 93.3% but the College/Career Indicator is not at the LUSHD Goal of Green or Blue. Currently, CCI is at Orange or 34.6% prepared while maintained at 1.9%. LUHSD is currently working on increasing the CCI to at least Yellow, while moving 2 of the 4 subgroups from either Red or Orange to Yellow or higher.

Date Taken to Local Governing Board _____