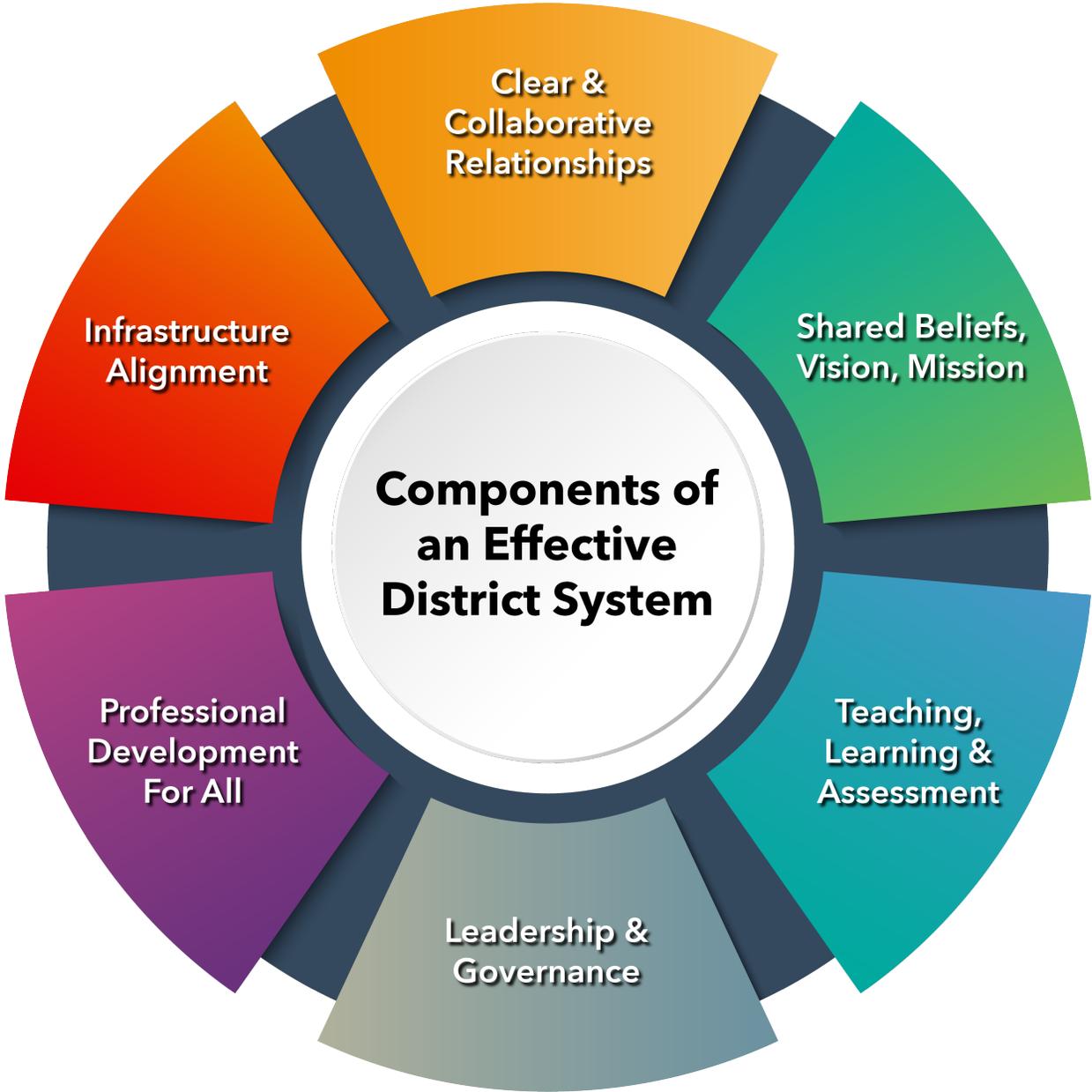


# LEA Self-Assessment

Adapted to align with LBUSD LCAP Goals

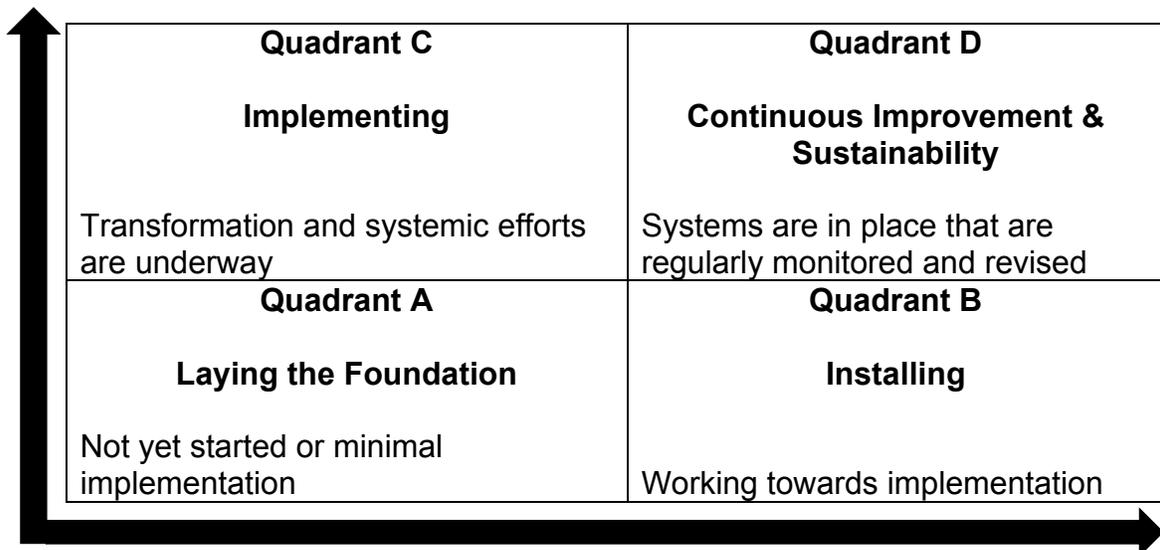


The LEA Self-Assessment is a tool for District Leadership Teams to examine the current status of systemic practices that have been consistently demonstrated through research to be the components of effective district systems.



## Instructions

LEAs use this tool to self-assess their level of implementation of the six components of an effective district system. Under each Indicator of LEA Support are descriptive statements that differentiate levels of implementation. Check the box that most accurately describes the LEA's current implementation level. The quadrant that has the most boxes checked is the LEA's current level of implementation. If there are an even amount of check boxes marked in each quadrant, as a team, decide which quadrant best describes current implementation. Work towards improving in areas marked in the lower quadrants and reflect on the policies, practices, and systems in place that moved the LEA into the higher quadrants.



LEA Self-Assessment was developed from:

- SWIFT Education Center: Fidelity Integrity Assessment (FIA)
- District Capacity Assessment (NIRN)
- LEA Self-Assessment Companion Resource (CCSESA)
- Michael Fullan's Coherence Framework

## COMPONENT 1: Shared Beliefs, Vision and Mission

**1.1 LEA VISION AND MISSION** provides a collaboratively developed descriptive picture of an LEA's preferred future as outlined in LEA planning documents (i.e., LCAP, LCAP Federal Addendum). Our LEA's mission is a collaboratively developed description of how our LEA will achieve its vision. Stakeholders involved in the process are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others. Together the vision and mission guide LEA and school practices, policies, and goal development, resulting in increased student achievement embracing the concepts of "closing the gap" as well as "raising the bar" for all students.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>X The alignment of our LEA's vision, mission, goals, focus areas and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in the <b>majority</b> of schools in our LEA as outlined in our LEA planning documents (e.g., LCAP).</p> <p>X <b>A majority of schools</b> in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).</p> <p>X Stakeholders are <b>knowledgeable and supportive</b> of our LEA's vision and mission. Our LEA's mission is a <b>description</b> of how our LEA will achieve its vision.</p> <p>X Our LEA's vision, mission, values, and priorities are planned for the achievement and needs of all students. This vision <b>addresses</b> the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are <b>implemented consistently in a majority of schools</b>.</p>	<p>The alignment of our LEA's vision, mission, goals, focus areas and state priorities with LEA and school planning documents, practices, and policies results in increased student achievement in <b>all schools</b> in our LEA as outlined in our LEA planning documents (e.g., LCAP).</p> <p><b>All schools</b> in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).</p> <p>There is an <b>ongoing process</b> with stakeholders for supporting the link between our LEA's vision and mission and site level school planning documents and improvement efforts. Our LEA's mission is a <b>collaboratively developed description</b> of how our LEA will achieve its vision.</p> <p>Our LEA's vision, mission, values, and priorities are focused on the achievement and needs of all students. This vision <b>embraces</b> the concepts of "closing the gap" as well as "raising the bar." Actions and services that are aligned to our LEA's vision, mission, values, and priorities are <b>implemented consistently in all schools</b>.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> There is <b>little or no connection</b> between our LEA's vision and mission and the schools' practices, policies, plans, and goal.</li> <li><input type="checkbox"/> <b>Capacity building has not yet been a focus</b> for our LEA to enable schools to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).</li> <li><input type="checkbox"/> <b>Few stakeholders are aware</b> of our LEA's vision and mission.</li> <li><input type="checkbox"/> There is <b>minimal implementation</b> of the actions and services to promote achievement of all students that are aligned to our LEA's vision, mission, values, and priorities. This vision <b>does not yet address</b> the concepts of "closing the gap" as well as "raising the bar."</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> There is evidence that some alignment exists between LEA and school planning documents, practices, policies, and the vision and mission in all our LEA's schools as identified in our LEA planning documents (e.g., LCAP), but it is <b>inconsistent</b> within our LEA's schools.</li> <li><input type="checkbox"/> <b>Few schools</b> in our LEA have the capacity to lead school improvement using our LEA's vision, mission, and state priorities as outlined in our LEA planning documents (e.g., LCAP).</li> <li><input type="checkbox"/> Some stakeholders have <b>knowledge</b> of our LEA's vision and mission.</li> <li><input type="checkbox"/> Although our LEA's vision, mission, values, and priorities <b>recognize the need</b> for actions to promote achievement of all students, they are <b>not implemented consistently</b>. This vision attempts to address the concepts of "closing the gap" as well as "raising the bar."</li> </ul>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.



## COMPONENT 1: Shared Beliefs, Vision and Mission

**1.2 PROMOTION OF POSITIVE SCHOOL CULTURE** reflects the norms, behaviors, and practices of an LEA that ensure staff and students are connected and valued. A growth mindset underlies the culture. Our LEA measures perceptions of school safety and connectedness and reports to the governing board.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA's processes to effectively promote a positive school culture result in <b>clear, operational procedures</b> that are integrated into daily practice in a <b>majority</b> of schools through communication, interaction, respect, and high-quality learning environments.</li> <li><input type="checkbox"/> Parents and community members <b>understand</b> the norms, behaviors and practices that contribute to a positive school culture.</li> <li><input type="checkbox"/> The values, norms, behaviors, and practices that result in improvement are evident in <b>most</b> schools.</li> <li><input type="checkbox"/> A commitment to continuous improvement across <b>most of</b> our LEA is demonstrated by LEA leadership through aligned behaviors and systemic, coordinated actions.</li> <li><input type="checkbox"/> Our LEA <b>is building</b> a culture of commitment, collegiality, mutual respect, and stability.</li> <li><input type="checkbox"/> Professional norms <b>have been established</b>, including peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.</li> </ul>	<ul style="list-style-type: none"> <li>X Our LEA has a documented process to effectively promote a positive school culture resulting in <b>clear, operational procedures</b> that are integrated into daily practice in <b>all</b> schools through communication, interaction, respect, and high-quality learning environments.</li> <li>X Parents and community members <b>understand and support</b> the norms, behaviors and practices that contribute to a positive school culture.</li> <li>X The values, norms, and behaviors that support improvement, learning and success of students are evident <b>throughout</b> the schools.</li> <li>X <b>A growth mindset</b> underlies a high commitment to continuous improvement across our LEA and is demonstrated by LEA leadership through aligned behaviors and systemic, well-coordinated actions.</li> <li>X Our LEA <b>has built</b> a culture of commitment, equal access, collegiality, mutual respect, and stability.</li> <li>X Professional norms are <b>deeply embedded</b> in the culture of our LEA and include peer support, collaboration, trust, shared responsibility, and continuous learning for the adults in the system.</li> </ul>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA has <b>limited or nonexistent processes</b> to effectively promote positive school cultures in all schools.</li> <li><input type="checkbox"/> Parents and community members are <b>not aware of</b> the norms, behaviors and practices that contribute to a positive school culture.</li> <li><input type="checkbox"/> The values and practices tied to improvement efforts are <b>limited</b> in our LEA schools. The actions are <b>not systemic</b>, coordinated practices.</li> <li><input type="checkbox"/> <b>Few</b> schools demonstrate a commitment to continuous improvement. The actions are <b>not systemic</b>, coordinated practices.</li> <li><input type="checkbox"/> Our LEA has <b>not yet begun</b> to build a culture of commitment, collegiality, mutual respect, and stability.</li> <li><input type="checkbox"/> Professional norms are <b>not yet</b> developed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA has an <b>inconsistent or unevenly applied process</b> to effectively promote positive school cultures in all schools.</li> <li><input type="checkbox"/> Parents and community members have been <b>informed</b> about the norms, behaviors and practices that contribute to a positive school culture.</li> <li><input type="checkbox"/> The values and practices tied to improvement efforts are encouraged in <b>some</b> LEA schools. The actions are not always systemic, coordinated practices.</li> <li><input type="checkbox"/> A commitment to continuous improvement is evident in <b>some of</b> the schools in our LEA. The actions are <b>not always</b> systemic, coordinated practices.</li> <li><input type="checkbox"/> Our LEA <b>has begun</b> to build a culture of commitment, collegiality, mutual respect, and stability.</li> <li><input type="checkbox"/> Professional norms are <b>being developed</b>.</li> </ul>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.



## COMPONENT 1: Shared Beliefs, Vision and Mission

### 1.3 LEA SUPPORT FOR SAFE LEARNING ENVIRONMENTS AND STUDENT ENGAGEMENT

LEA planning documents include programs and strategies that include behavioral expectations and consequences for actions, as well as knowledge and skills needed by students and staff to promote safe physical and social emotional learning environments. LEA uses restorative practices to cultivate positive relationships in classrooms and at school sites.

#### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>Our LEA's processes for ensuring safe and orderly environments in all schools <b>lead to maximized student learning, engagement, and staff effectiveness.</b></p> <p>Data analysis and assessment are <b>sometimes used to continuously improve</b> safe learning environments and promote student engagement.</p> <p>Parents recognize that safe learning environments are necessary for <b>most</b> school in our LEA.</p> <p>X Our LEA ensures that a universal behavior support system is in place at <b>most</b> schools and includes school-wide behavioral expectations, recognition systems, and consequence systems.</p> <p>X Our LEA ensures that <b>most</b> schools have a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for <b>some</b> students, regardless of eligibility of special education or other student support services.</p> <p>X <b>Most</b> schools in our LEA review behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.</p>	<p>X Our LEA has documented procedures that ensure safe and orderly environments are <b>embedded within daily practices at all of our LEA's schools.</b></p> <p>X Data analysis and ongoing assessment are <b>consistently used</b> to continuously improve safe learning environments and promote student engagement.</p> <p>X Parents <b>recognize and value</b> that safe learning environments are necessary for <b>each</b> school in our LEA.</p> <p>Our LEA ensures that a universal behavior support system is in place at <b>each</b> school and includes teaching school-wide behavioral expectations, recognition systems, and consequence systems.</p> <p>Our LEA ensures that <b>each</b> school has a multi-tiered system of support available to all students to provide increasing levels of behavioral support and intervention for students who need it. Advanced tiered interventions are available for <b>all</b> students, regardless of eligibility of special education or other student support services.</p> <p><b>Each</b> school in our LEA reviews behavior outcome data to evaluate the effectiveness of behavior instruction and interventions.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA <b>lacks</b> procedures to prevent violence, foster a drug-free environment, promote student engagement, and/or create a safe learning environment in all its schools.</li> <li><input type="checkbox"/> There is <b>limited use</b> of data analysis and assessment to improve safe learning environments and promote student engagement.</li> <li><input type="checkbox"/> Parents <b>recognize</b> that safe learning environments are necessary for <b>their children's school.</b></li> <li><input type="checkbox"/> Our LEA is <b>exploring</b> school wide behavioral supports.</li> <li><input type="checkbox"/> Our LEA ensures that some behavioral interventions are in place but interventions <b>may not be</b> researched based.</li> <li><input type="checkbox"/> Our LEA <b>expects</b> behavior issues to be handled by school <b>administrators.</b></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA's implementation of procedures to ensure safe and orderly environments and promote student engagement in all its schools is <b>inconsistent, incomplete, or ineffective.</b></li> <li><input type="checkbox"/> <b>Some use</b> of data analysis and assessment to improve safe learning environments and promote student engagement is evident.</li> <li><input type="checkbox"/> Parents <b>recognize and value</b> that safe learning environments are necessary <b>for their children's school.</b></li> <li><input type="checkbox"/> Our LEA is <b>building</b> behavior support systems at each school which include teaching school wide behavioral expectations, recognition systems, and consequence systems.</li> <li><input type="checkbox"/> Our LEA is <b>inconsistent</b> in ensuring that schools have a multi-tiered system of support available to all students.</li> <li><input type="checkbox"/> Our LEA is <b>working towards</b> collecting data to assist schools in reviewing behavior outcome data to evaluate behavior instruction and interventions.</li> </ul>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

**LBUSD LCAP Goal 4:** Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.

## COMPONENT 2: Teaching, Learning, and Assessment

**2.1 LEA CURRICULUM Alignment** describes the systematic and systemic processes, support, and training for the use of curriculum aligned to a clear instructional vision and deliberate set of student learning outcomes utilizing state and LEA academic standards, resulting in common, high expectations, and a shared vocabulary for curriculum, instruction, and assessment for all students. School personnel share responsibility and employ culturally responsive practices to educate all students in our LEA.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>X Our LEA's processes, support, and training for the use of curriculum aligned to state adopted standards and assessments lead to common expectations and vocabulary for instruction, curriculum, and assessment that foster improvement of instructional and assessment practices in <b>a majority of schools and especially</b> the low-performing schools.</p> <p><b>X A majority of schools</b> utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices.</p> <p>X Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support to <b>a majority of schools</b> if needed.</p> <p><b>X Our LEA monitors the successful application</b> of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity <b>in some schools</b>.</p>	<p><input type="checkbox"/> <b>All schools</b> ensure the use of state adopted, standards-aligned curriculum in all of their classrooms.</p> <p><input type="checkbox"/> <b>All schools</b> utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices.</p> <p><input type="checkbox"/> Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support <b>to all schools</b>.</p> <p><input type="checkbox"/> Our LEA <b>monitors the successful application</b> of culturally responsive teaching and learning and ensures that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity <b>in all schools</b>.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p><input type="checkbox"/> Our LEA has provided <b>no resources</b> and/or processes to assist schools with curriculum alignment, resulting in no common vocabulary for classroom instruction, curriculum, and assessment.</p> <p><input type="checkbox"/> Our LEA <b>has not established</b> expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices.</p> <p><input type="checkbox"/> Our LEA has <b>not monitored</b> the application of state adopted, standards-aligned curriculum, classroom instruction, and assessment at any school.</p> <p><input type="checkbox"/> Our LEA <b>does not yet have systems in place to monitor</b> culturally responsive teaching and learning to ensure that schools accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.</p>	<p><input type="checkbox"/> Our LEA supports processes that result in curriculum aligned to the state adopted standards and assessments, <b>but provides little additional support or training</b> in all schools to ensure that common expectations and vocabulary for classroom instruction, curriculum, and assessment assist with the school's improvement of instructional and assessment practices.</p> <p><input type="checkbox"/> <b>Some schools</b> utilize our LEA's established expectations and vocabulary for curriculum, instruction, and assessment to promote the school's planning and implementation of improved instructional and assessment practices.</p> <p><input type="checkbox"/> Our LEA monitors the successful application of state adopted, standards-aligned curriculum, classroom instruction, and assessment, and provides additional support <b>to some schools</b>.</p> <p><input type="checkbox"/> Our LEA <b>encourages</b> culturally responsive teaching and learning to happen at schools to accommodate the dynamic mix of race, ethnicity, class, gender, region, religion, and family that contributes to every student's cultural identity.</p>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

**LBUSD LCAP Goal 2:** All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.



## COMPONENT 2: Teaching, Learning, and Assessment

**2.2 LEA ENSURES EQUITABLE ACCESS TO RIGOROUS COURSEWORK AND EDUCATIONAL OPPORTUNITIES** to promote academic success for all students and additional support for students who do not demonstrate success in our LEA.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p><b>All schools</b> use flexible grouping of students to maximize student engagement and participation in learning.</p> <p>X <b>Program participation</b> data are examined to verify students are equitably represented in rigorous coursework and educational opportunities.</p> <p>LEA <b>clearly articulates</b> expectations and ensures student's academic success is monitored.</p> <p>Practices within <b>some schools</b> support high expectations by providing extra scaffolding and support to students who need it.</p>	<p><input type="checkbox"/> <b>All schools consistently</b> use flexible grouping of students to maximize student engagement and participation in learning.</p> <p><input type="checkbox"/> <b>Data disaggregated</b> by primary language, economic status, program participation and socio-emotional factors are examined frequently to verify students are equitably represented in all rigorous coursework and educational opportunities.</p> <p><input type="checkbox"/> LEA <b>clearly articulates</b> expectations and ensures student's academic success is monitored.</p> <p><input type="checkbox"/> Practices within <b>each school support high expectations</b> by providing <b>extra scaffolding and support</b> to students who need it.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p><input type="checkbox"/> <b>Few schools</b> use flexible grouping of students to maximize student engagement and participation in learning.</p> <p><input type="checkbox"/> <b>Most</b> students are eligible to participate in advanced coursework and educational opportunities.</p> <p><input type="checkbox"/> Interventions are in place for <b>some</b> students who need additional academic support.</p> <p><input type="checkbox"/> <b>Little or no practices</b> within schools provide extra scaffolding and support to students who need it.</p>	<p>X <b>Some schools</b> use flexible grouping of students to maximize student engagement and participation in learning.</p> <p><b>Annual data</b> are used to determine the degree to which all students have access to advanced coursework and educational opportunities, and/or interventions.</p> <p>X LEA <b>clearly articulates</b> expectations and ensures student's academic success is monitored.</p> <p>X Practices within schools <b>inconsistently</b> provide extra scaffolding and support to students who need it.</p>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

**LBUSD LCAP Goal 2:** All students will gain the knowledge and skills to be college and career ready through a wide variety of academic and enrichment opportunities.



## COMPONENT 2: Teaching, Learning, and Assessment

### 2.3 LEA SUPPORT FOR INTERVENTIONS AND EXTENDED LEARNING OPPORTUNITIES

refers to the system of a multi-tiered system of support that schools use that are aligned to a clear instructional vision and deliberate set of student learning outcomes that insure all students have equal access to interventions and extended learning opportunities in the most inclusive learning environments. These strategies can include: tutoring, summer school, intersession courses, after-school programs, and extended learning opportunities within the school day.

#### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p><b>X A majority of</b> schools implement a systematic approach to using interventions to meet the needs of struggling students.</p> <p><b>Most</b> schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for most students regardless of eligibility of special education or other student support services.</p> <p><b>X A majority of</b> schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>Our LEA has a <b>periodic</b> process to monitor interventions for their impact.</p> <p>Interventions are <b>consistently modified</b> based on a variety of data sources to meet the learning needs of all students.</p> <p><b>Extended learning opportunities are consistently modified</b> based on a variety of data sources to meet the learning needs of all students.</p>	<p><b>All</b> students in our LEA participate in the general education curriculum of their grade level peers, with the assistance of collaborative learning strategies.</p> <p><b>X All</b> schools implement a multi-tiered system of support available to all students to provide increasing levels of support and academic intervention to meet the needs of students. Advanced tier interventions are available for all students regardless of eligibility of special education or other student support services.</p> <p><b>All</b> schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>X Our LEA has an <b>ongoing</b> process to monitor interventions for their impact and to ensure that every struggling student(s) is/are not being eliminated from higher-level learning opportunities.</p> <p>Interventions are <b>consistently modified</b> based on formative data to more effectively meet the learning needs of all students.</p> <p><b>Extended learning opportunities are consistently modified</b> based on formative data to more effectively meet the learning needs of all students.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Schools have <b>not yet implemented</b> a systematic approach to using interventions to meet the needs of struggling students.</li> <li><input type="checkbox"/> Schools are <b>exploring</b> the components of multi-tiered system of support for reading and math. Interventions are available for some groups of students.</li> <li><input type="checkbox"/> Our LEA has <b>not yet</b> implemented a systematic approach to using extended learning opportunities to meet the needs of struggling students.</li> <li><input type="checkbox"/> Our LEA has <b>not yet</b> developed a process to monitor interventions for their impact.</li> <li><input type="checkbox"/> Interventions are <b>not modified</b> to more effectively meet the learning needs of all students.</li> <li><input type="checkbox"/> <b>Extended learning opportunities</b> are <b>not modified</b> to more effectively meet the learning needs of all students.</li> </ul>	<p><b>Some</b> schools implement a systematic approach to using interventions to meet the needs of struggling students.</p> <p>Schools are <b>building</b> a multi-tiered system of support available for all students in reading and math. Our LEA is providing support to teachers to understand and utilize multi-tiered instructional systems.</p> <p><b>Some</b> schools implement a systematic approach to using extended learning opportunities to meet the needs of struggling students.</p> <p>Our LEA has a <b>sporadic</b> process to monitor interventions for their impact.</p> <p>X Interventions are <b>considered for modification yearly</b> based on a variety of data sources to meet the learning needs of all students.</p> <p><b>X Extended learning opportunities are considered for modification yearly</b> based on a variety of data sources to meet the learning needs of all students.</p>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.



## COMPONENT 3: Leadership and Governance

### 3.1 LEA SUPPORT FOR TEACHER LEADERSHIP FOR STUDENT ACHIEVEMENT

recognizes the critical role that LEAs play in building teacher ownership of student achievement by providing opportunities for teachers to collaboratively plan and work together on school improvement and professional learning.

#### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA partners with schools in promoting student achievement by <b>deliberately building</b> teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities.</li> <li><input type="checkbox"/> Teacher leaders are <b>identified</b> as facilitators in collaboration settings.</li> <li><input type="checkbox"/> Teacher leaders at <b>some sites</b> are recognized by site administrators and asked to consider areas for leadership involvement within the school or LEA.</li> </ul>	<ul style="list-style-type: none"> <li>X The LEA partners with schools in promoting student achievement by <b>deliberately building</b> and <b>sustaining</b> teacher leadership through support of teacher opportunities for collaborative planning, school improvement planning, and professional learning planning opportunities.</li> <li>X Teacher leaders are <b>identified and utilized</b> as leaders/facilitators in collaboration settings.</li> <li>X Teacher leaders are recognized by site administrators and asked to <b>consider areas for leadership involvement</b> within the school or LEA.</li> </ul>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA has <b>little or no</b> evidence of building teacher leadership.</li> <li><input type="checkbox"/> Teacher leaders are <b>not identified</b> as facilitators.</li> <li><input type="checkbox"/> Teacher leaders are <b>not considered</b> for areas of leadership involvement within the school or LEA.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The LEA has <b>begun acknowledging</b> the role that teacher leadership plays in increasing student achievement, but efforts to support and build teacher leadership are in development.</li> <li><input type="checkbox"/> Teacher leaders are <b>identified</b> as facilitators in <b>some</b> collaboration settings.</li> <li><input type="checkbox"/> Teacher leaders are <b>not considered</b> for areas of leadership involvement within the school or LEA.</li> </ul>

**LBUSD LCAP Goal 3:** Professional Development focused on 21st Century teaching and learning.

## COMPONENT 4: Professional Learning for ALL

**4.1 LEA PROFESSIONAL LEARNING PLAN** is organized around LEA mission, vision, goals, and program priorities, is a long-term, systematic, comprehensive, standards- driven approach created collaboratively to serve the Professional Learning (PL) needs of all staff providing a structure for high quality learning opportunities that focus on improving student learning and achievement for all students through a multi-tiered system of support.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>X Our LEA has adopted a <b>single year</b>, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities.</p> <p>X The plan has been <b>successfully implemented</b> and considered for revision each year in order to meet the needs and goals of all students and staff.</p> <p>X Data is <b>used</b> to monitor the effectiveness of the professional learning plan.</p>	<p><input type="checkbox"/> Our LEA has adopted a <b>multi-year</b>, standards-based professional learning plan, based on data and a needs assessment and organized around a comprehensive set of program priorities.</p> <p><input type="checkbox"/> The plan has been successfully implemented and <b>is sustained and regularly revised</b> in order to meet the needs and goals of all students and staff.</p> <p><input type="checkbox"/> Data is <b>used</b> to monitor the effectiveness of the professional learning plan.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p><input type="checkbox"/> Our LEA <b>offers</b> professional learning based on the desires of teachers.</p> <p><input type="checkbox"/> Professional learning activities are <b>inconsistent and voluntary</b>.</p> <p><input type="checkbox"/> Data is <b>not used</b> to monitor the effectiveness of the professional learning plan.</p>	<p><input type="checkbox"/> Our LEA offers a variety of <b>professional learning activities</b> but it is not a collaboratively created, standards-based, comprehensive plan reflective of LEA and program priorities that is focused on improving student learning and achievement.</p> <p><input type="checkbox"/> The activities have been <b>successfully implemented</b> and considered for revision each year in order to meet the needs and goals of all students and staff.</p> <p><input type="checkbox"/> Data is <b>used</b> to monitor the effectiveness of the professional learning plan.</p>

**LBUSD LCAP Goal 3:** Professional Development focused on 21st Century teaching and learning.



## COMPONENT 4: Professional Learning for ALL

**4.2 LEA SUPPORT FOR COLLABORATION TEAMS** are used to establish focused coherence and build the skills of school staff to collect and analyze data, with an emphasis placed on data related to student groups, and the attainment of specific targets in order to make recommendations for actions and monitor the effectiveness of those actions.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>X Our LEA <b>monitors</b> results and revises LEA supports and resources as necessary.</p> <p>Collaboration teams <b>periodically collect and analyze</b> data, including student groups, monitor the effectiveness of programs and practices, and make revisions to actions in order to increase student achievement.</p> <p>X Collaboration teams <b>monthly</b> consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.</p>	<p>Our LEA <b>frequently monitors</b> the results of collaborative meetings and revises LEA supports and resources as necessary.</p> <p>X Collaboration teams <b>regularly and systematically collect and analyze</b> school-wide data and student group data to monitor the effectiveness of programs and practices, and make necessary revisions to actions in order to continuously increase student achievement.</p> <p>Collaboration teams <b>weekly</b> review upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p><input type="checkbox"/> Our LEA <b>does not monitor</b> results and revises LEA supports and resources as necessary.</p> <p><input type="checkbox"/> Collaboration teams <b>do not collect nor analyze data.</b></p> <p><input type="checkbox"/> Collaboration teams <b>do not</b> consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/learning outcomes students need to master for success.</p>	<p>Our LEA <b>infrequently monitors</b> results and makes changes to LEA supports and resources.</p> <p>Collaboration teams <b>sporadically collect and analyze</b> data, including student groups, LEA provides training and/or support for collaboration teams to collect and analyze data on student performance. Teams identify needs with little to no actions or minimal impact on student achievement.</p> <p>Collaboration teams <b>quarterly</b> consider upcoming units of study to identify background knowledge and key vocabulary students need for success. Beginning with the culminating performance assessment, teams backward map to determine key benchmarks/ learning outcomes students need to master for success.</p>

**LBUSD LCAP Goal 3:** Professional Development focused on 21st Century teaching and learning.



## COMPONENT 5: Infrastructure Alignment

### 5.1 LEA USE OF DATA FOR RESOURCE ALLOCATION TO IMPROVE STUDENT

**LEARNING** refers to a LEA documented system for targeting resources, including money, staff, professional learning, materials, and additional support to schools based on the analysis of a variety of data that is disaggregated by student groups to determine LEA and school needs.

#### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>X Our LEA <b>has a continuous improvement process</b> involving <b>multiple stakeholders</b> who use a variety of data that are disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students.</p> <p>X The <b>system is evaluated and refined</b> to improve resource allocation to meet the needs of the schools and our LEA.</p>	<p>Our LEA <b>has a documented systematic continuous improvement process</b> involving <b>multiple stakeholders</b> who use a variety of data that are proactively disaggregated by student groups to allocate resources in order to improve LEA operations and meet critical learning needs of students.</p> <p>The <b>system is continuously evaluated and refined</b> to improve resource allocation to meet the needs of the schools and our LEA.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p><input type="checkbox"/> Our LEA <b>does not have a process</b> to consistently use disaggregated student data to make decisions related to resource allocations/ adjustments to improve LEA operations and meet critical learning needs of students.</p> <p><input type="checkbox"/> There is <b>no provision for refining the process</b>.</p>	<p><input type="checkbox"/> Our LEA <b>has a process</b> to use data. Our LEA uses data that is disaggregated by student groups to make some adjustments based on performance and operational needs.</p> <p><input type="checkbox"/> The <b>system may be periodically refined</b> to improve resource allocation.</p>

**LBUSD LCAP Goal 1:** Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.

**LBUSD LCAP Goal 4:** Safe, attractive, clean, well equipped learning environments for all students that promote critical thinking, collaboration, creativity, and communication.

## COMPONENT 5: Infrastructure Alignment

### 5.2 LEA RECRUITMENT AND RETENTION OF FULLY CREDENTIALLED, EXPERIENCED

**TEACHERS** refers to a proactive, structured documented system for the formation and maintenance of a highly qualified teacher pool based on historic knowledge of the needs of schools in our LEA. Our LEA may partner with universities and/or businesses to develop teacher-training programs.

#### INDICATORS OF LEA SUPPORT

Implementing (Transformation and systemic efforts are underway)	Continuous Improvement and Sustainability (Systems are in place that are regularly monitored and revised)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA <b>recruits and places</b> fully credentialed, effective, and experienced teachers in its neediest schools. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA has identified strategies to improve teacher retention.</li> <li><input type="checkbox"/> Personnel evaluations result in the identification of strengths and areas for improvement. The personnel evaluation and feedback <b>processes are used consistently</b> throughout our LEA for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>X Our LEA <b>actively recruits and retains</b> highly effective and qualified teachers that have the necessary skills to implement evidenced-based practices. A documented structured system of recruiting and screening potential candidates has been developed. LEA policies and procedures enable schools to move early and quickly when identifying needs and selecting staff. Our LEA monitors and evaluates the effectiveness of its efforts to recruit, place, and retain highly qualified, effective, and experienced teachers in its neediest schools.</li> <li>X Personnel evaluations result in the identification of strengths and areas for improvement. Teachers and principals report that feedback is supportive. Evaluation <b>processes include multiple sources of information and data.</b></li> </ul>
Laying the Foundation (Not yet started or minimal implementation)	Installing (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA has little or <b>no evidence that it prioritizes recruitment and placement</b> of its most effective teachers in its neediest schools.</li> <li><input type="checkbox"/> Personnel evaluation practices <b>have not changed or been evaluated</b> in current years.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Our LEA <b>attempts to recruit and place fully credentialed, effective, and experienced teachers</b> in its neediest schools and identifies strategies to improve school climate/culture and the retention of those teachers.</li> <li><input type="checkbox"/> Personnel evaluation strive to identify strengths and areas for improvement. The personnel evaluation and feedback processes <b>vary from school to school.</b></li> </ul>

**LBUSD LCAP Goal 3:** Professional Development focused on 21st Century teaching and learning.



## COMPONENT 6: Clear & Collaborative Relationships

**6.1 LEA COMMUNICATION WITH STAKEHOLDERS** is a key strategy to foster two-way communication between stakeholders and our LEA by systematically gathering input on important topics and sharing information to collectively achieve our LEA vision and mission. Stakeholders are representative of our LEA's demographics and include students, parents, community members, teachers, staff, the Board of Education, and others.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p>X Our LEA has <b>formal, two-way</b> structure for listening and communicating with stakeholders in all its schools that result in meaningful feedback and building positive relationships.</p> <p>X Our LEA provides parent information in <b>accessible formats and languages</b> spoken by families in our LEA.</p> <p>X Stakeholders, including parents and community, have <b>multiple</b> opportunities to exchange ideas in addressing school issues through meetings with leaders.</p>	<p><input type="checkbox"/> Our LEA has a <b>documented ongoing, systemic, formal two-way</b> structure for communicating with key stakeholders in all its schools. These structures are assessed for their effectiveness, and continuous improvements are made.</p> <p><input type="checkbox"/> Our LEA ensures that critical parent information is <b>readily available in accessible formats and languages</b> spoken by families in our LEA.</p> <p><input type="checkbox"/> Stakeholders, including parents and community, have <b>regular and consistent</b> opportunities to exchange ideas in addressing school issues through meetings or other reciprocal communications with leaders.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<p><input type="checkbox"/> Our LEA has <b>no formal structures</b> in place to address communication with stakeholders.</p> <p><input type="checkbox"/> Our LEA provides basic, parent information in <b>most</b> languages spoken by families in our LEA on a <b>limited basis</b>.</p> <p><input type="checkbox"/> Stakeholders have <b>little/no</b> opportunities to exchange ideas with school leaders.</p>	<p><input type="checkbox"/> Our LEA has an <b>initial</b> plan or <b>informal</b> structures in place to address communication with stakeholders about all its schools, but these structures provide few ongoing opportunities to gather feedback, input, or updates from stakeholders.</p> <p><input type="checkbox"/> Our LEA provides basic, parent information in <b>most</b> languages spoken by families in our LEA.</p> <p><input type="checkbox"/> Stakeholders have <b>occasional</b> opportunities to exchange ideas with school leaders.</p>

**LBUSD LCAP Goal 5:** All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation.



## COMPONENT 6: Clear & Collaborative Relationships

**6.2 STAKEHOLDER ENGAGEMENT** LEA engages all stakeholders in the planning and implementing processes. Recruit participation of family and community members who are representative of the student population. Our LEA seeks input from parents and community for LEA and school decision-making. Our LEA promotes parent and community participation in school programs.

### INDICATORS OF LEA SUPPORT

<b>Implementing</b> (Transformation and systemic efforts are underway)	<b>Continuous Improvement and Sustainability</b> (Systems are in place that are regularly monitored and revised)
<p><b>Meaningful engagement</b> of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process.</p> <p>Our LEA has <b>policies that encourage parent representation on committees that reflect the composition</b> of the school/LEA student body.</p> <p><b>X Most</b> schools in our LEA assess how parents perceive the quality of partnerships with school staff at least once a year.</p>	<p><b>X Meaningful engagement</b> of parents, students, and other stakeholders, including those representing the groups, is <b>documented and an ongoing</b> part of our LEA planning and implementing processes.</p> <p><b>X</b> Our LEA <b>ensures that parent representation on committees reflects</b> the composition of the school/LEA student body.</p> <p><b>All</b> schools in our LEA assess how parents perceive the quality of the partnerships with school staff two times a year and use the results to improve partnerships.</p>
<b>Laying the Foundation</b> (Not yet started or minimal implementation)	<b>Installing</b> (Working towards implementation)
<ul style="list-style-type: none"> <li><input type="checkbox"/> There is <b>minimal engagement</b> of parents, students, and other stakeholders, including those representing the groups as part of our LEA planning and implementing process.</li> <li><input type="checkbox"/> Parent representation on committees is <b>not reflective</b> of the composition of the school/LEA student body.</li> <li><input type="checkbox"/> Our LEA <b>does not</b> assess parent views on their partnership with our LEA.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Some engagement</b> of parents, students, and other stakeholders, including those representing the groups, is part of our LEA planning and implementing process.</li> <li><input type="checkbox"/> Parent representation on committees <b>usually reflects</b> the composition of the school/LEA student body.</li> <li><input type="checkbox"/> <b>Some</b> schools in our LEA assess how parents perceive the quality of partnerships with school staff.</li> </ul>

**LBUSD LCAP Goal 5:** All stakeholders will be engaged in the learning process by promoting a variety of opportunities for parents, students, staff, and the community that strengthen communication and meaningful participation.

## Additional Resources by Component:

<b>1. Shared Beliefs, Vision, &amp; Mission</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Building Blocks of Integrated Academic LEA Support</a></li> <li>2. <a href="#">Characteristics of Successful LEAs</a></li> <li>3. <a href="#">Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap</a></li> <li>4. <a href="#">Coherence: The right drivers in action for schools, LEAs, and systems</a></li> <li>5. <a href="#">Characteristics of Improved School LEAs (Washington)</a></li> </ol>
<b>2. Teaching, Learning, &amp; Assessment</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Building Blocks of Integrated Academic LEA Support</a></li> <li>2. <a href="#">Characteristics of Successful LEAs</a></li> <li>3. <a href="#">Characteristics of School LEAs that are Exceptionally Effective in Closing the Achievement Gap</a></li> <li>4. <a href="#">Characteristics of Improved School LEAs (Washington)</a></li> </ol>
<b>3. Leadership &amp; Governance</b>	<ol style="list-style-type: none"> <li>1. <a href="#">The 20 Non-Negotiable Characteristics of Higher Performing School Systems</a></li> <li>2. <a href="#">Building Blocks of Integrated Academic LEA Support</a></li> <li>3. <a href="#">Characteristics of Successful LEAs</a></li> </ol>
<b>4. Professional Learning for All</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Building Blocks of Integrated Academic LEA Support</a></li> <li>2. <a href="#">Characteristics of Successful LEAs</a></li> <li>3. <a href="#">Characteristics of Improved School LEAs</a></li> <li>4. <a href="#">Characteristics of School LEAs that Are Exceptionally Effective in Closing the Achievement Gap</a></li> <li>5. <a href="#">Coherence: The right drivers in action for schools, LEAs, and systems</a></li> <li>6. <a href="#">The 20 Non-Negotiable Characteristics of Higher Performing School Systems</a></li> <li>7. <a href="#">High Reliability Organizations in Education</a></li> </ol>
<b>5. Infrastructure Alignment</b>	<ol style="list-style-type: none"> <li>1. <a href="#">The 20 Non-Negotiable Characteristics of Higher Performing School Systems</a></li> <li>2. <a href="#">Building Blocks of Integrated Academic LEA Support</a></li> <li>3. <a href="#">Characteristics of Successful LEAs</a></li> </ol>
<b>6. Clear &amp; Collaborative Relationships</b>	<ol style="list-style-type: none"> <li>1. <a href="#">Building Blocks of Integrated Academic LEA Support</a></li> <li>2. <a href="#">Characteristics of Successful LEAs</a></li> <li>3. <a href="#">Family Engagement Framework (CDE, 2014)</a></li> </ol>