Local Performance Indicator Self-Reflection

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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report 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 Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to 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. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	4	1.7%
Total Teacher Misassignments	9	3.8%
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs 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, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- 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
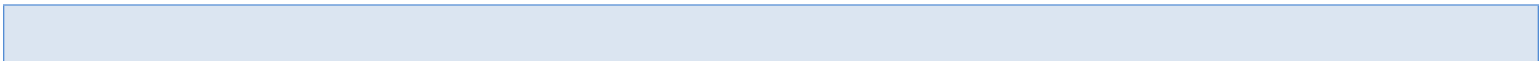
Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language					5

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based 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 area(s) 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
   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.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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 practice in this section using the following rating scale (lowest to highest):

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

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 strengths of the LEA in building relationships with our staff and families lie in the numerous opportunities we have for staff to engage with our parents. Many of these opportunities are centered around information nights such as financial aid, curriculum fairs, and content-specific events such as AP information nights. Parents and staff also have opportunities to connect through our co-curricular activities and booster organizations. Examples include sports, music, and choir boosters. Our parent faculty organizations also provide another avenue for staff and parents to connect. For our EI students and their families, we also have ELAC and DLAC meetings throughout the year that give additional ways for families to connect with the school and learn more about available support services.

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.

> Areas for improvement include increasing the diversity of parents coming to our events. We know parents from our unduplicated (EL, foster youth, and low income) students tend to have less representation. We are actively working to increase their voice in our gatherings.

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.

> Our LEA worked directly with and sought input from the parents of Title I students at our Title I parent information nights, through "town hall meetings, and with surveys sent to all homes. Our schools worked with parents and students to develop written family engagement compacts and distributed the final product at parent information

nights. Our LEA reached out to parents through the Student Success Academy. This academy is a series of two nights where school staff partner with parents to discuss academic, behavioral, and social issues so families can gain an understanding of such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. As an LEA, we provide professional development four to five times per month by having a professional development schedule every Wednesday of the month where students are released early so all staff (teachers, specialized instructional support personnel, principals, other school leaders, and other staff) can work on professional development. A portion of this professional development is dedicated to the value and utility of parents' contributions and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. These professional development activities are driven by Site Council input from parents and students. Staff reviews state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve their children's achievement during these activities. Parental input is received through discussion and an exit survey on how funds reserved for parental involvement activities should be utilized. In addition, Title I parents are included on our LCAP advisory board, so we can work jointly with them to enhance our family engagement policy. In addition, we partner with parents at our ELAC and DLAC meetings. We have increased opportunities for the informed participation of parents and family members with disabilities. Parents and family members of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by purchasing software that automatically translates phone messages to the home language identified by the parents on our student information system. In addition, our District and school websites are translated into 18 languages so parents can access all pertinent information (grades, attendance information, school policies, and resources, daily bulletin, etc.), so they can completely partner with the district in serving their students. We also provide interpreters for classroom instruction and at after-school activities.

Section 2: Building Partnerships for Student Outcomes

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 practice in this section using the following rating scale (lowest to highest):

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

Building Partnerships	1	2	3	4	5
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.					5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
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.					5
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.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

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.

As an LEA, we value and need family engagement to seek feedback and gain insight into the needs of our students. We utilize town hall meetings, Site Council meetings, District LCAP meetings, Student Success Academies, and student/staff/parent surveys to seek feedback about student needs and our academic programs. Each school in the LEA has developed a written family and parent engagement policy. In addition, each school has developed a parent/school compact.
Our needs assessment is driven by our family engagement feedback and the California Dashboard. It was very clear to us that our students were struggling with social and emotional issues. As a result, we have contracted with an outside counseling agency to provide social and emotional counseling to our students. In addition, we needed to increase access for our low Socio-Economic Status students to AP testing. Our students were taking the classes but not taking the exams to earn college credit. In addition, we will continue to pursue increasing our A - G completion rate so we can transition more students to college post-graduation. All of these program adjustments were made based on input we received during our family engagement process. We will evaluate the effectiveness of these changes by surveying our students and parents, by reviewing College Board AP statistics on the number of students taking an Advanced Placement course, the number of students taking the Advanced Placement exam at the end of the course, and by measuring how many of our students are transitioning to higher education or careers after graduation.

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.

Parent feedback indicated they wanted more frequent surveys and the ability to reply to emails sent out by the school. The preferred method of communication varied. Generally, parents want to be involved, but many cannot do so because of work schedule conflicts. It has been suggested that more opportunities for interacting with the school occur after school hours. The LEA and schools will continue to use feedback from parents, students, and staff to better tailor engagement opportunities to best fit the needs of the most parents to the extent possible.

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.

The LEA and schools will continue to explore new innovative methods to reach all parents, specifically focusing on underrepresented families. This can include engagement opportunities hosted in the community where our famlies live. Feedback from parents will be solicited early in the school year to develop plans that best fit the needs and ability of parents to be involved in their child's education.

Section 3: Seeking Input for Decision-Making

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 practice in this section using the following rating scale (lowest to highest):

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

Seeking Input	1	2	3	4	5
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.					5

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

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

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.

> Our schools and LEA frequently communicate with staff and parents regarding the decision-making that occurs in our schools. We have opportunities in Site Council through public comment and by having students, staff, and parents on the council. We also have similar opportunities in our school board meeting for parents, teachers, and community members to give feedback on school and district decisions. We welcome input from all educational partners.

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.

> Our LEA worked directly with and sought input from our Title I parents and students at our Title I parent information nights through town hall meetings and surveys sent to all homes. Our schools worked with parents and students to develop written family engagement compacts and distributed the final product at parent information nights. Our LEA reached out to parents through the Student Success Academy. This academy is a series of two nights where school staff partner with parents on academic, behavioral, and social issues so families can gain an understanding of such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
>
> As an LEA, we provide professional development four to five times per month by having a professional development schedule every Wednesday of the month where students are released early so all staff (teachers, specialized instructional support personnel, principals, other school leaders, and other staff) can work on professional development. A portion of this professional development is dedicated to the value and utility of parents' contributions and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. These professional development activities are driven by Site Council input from parents and students.
>
> Staff reviews state academic standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve their children's achievement during these activities. Parental input is received through discussion and an exit survey on how funds reserved for parental involvement activities should be utilized. In addition, Title I parents are included on our LCAP advisory board, so we can work jointly with them to enhance our family engagement policy. In addition, we partner with parents at our ELAC and DLAC meetings. We have increased opportunities for the informed participation of parents and family members with disabilities. Parents and family members of migrant children, including providing information and school reports in a format and, to the extent practicable, in a language such parents understand by purchasing software that automatically translates phone messages to the home language identified by the parents on our student information system. In addition, our district and school websites are translated into 18 languages so parents can access all pertinent information (grades, attendance information, school policies and resources, daily bulletin, etc.), so they can completely partner with the district in serving their students.

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.

> The LEA will be working with site administration to revisit the successes and needed improvements for incorporating all families in the decision-making process. Each site will be responsible for developing a plan that aligns with the school's specific needs and challenges.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

> As an LEA, we know that school climate strongly impacts the learning environment for all students. Every child is entitled to a safe and peaceful learning environment and should feel respected and cared for to learn successfully. A positive school climate is a shared responsibility that must be continually discussed and measured to sustain a positive campus climate. As an LEA, we have meaningful discussions with parents at Site Council meetings and at parent nights about the school climate. We participate in the California Healthy Kids Survey. This survey gives us a good indicator of our student's perceptions of school climate and safety. Engaging students, staff, parents, and community members allows them to participate in the process and improve our schools. The data from this year is relevant to guide us as a District and is reflected as follows: The data in the "supports and engagement" category show that students generally feel more connected to school, have increased academic motivation, and have a connection with adults that care about them, have high expectations and meaningful participation at school. Most of the response rates in these categories were 50% or higher, an increase from the prior survey given in 2022.
>
> We did have data that indicated that effort level in school is declining and that more students feel like they are beinging bullied at school. While the percentage of students reporting hopelessness or sadness decreased from 53% to 44% from 2021 to 2022, it is still 5% higher than in 2018. This is an area of concern that we have been proactive in adding numerous resources and supports to address with our students. Examples include full-time MFTs at each site and the addition of mentoring at each in-person school site.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As an LEA, we have identified and adopted three goals which all lead to students accessing a broad course of study. Our goals are as follows: 1) All graduates will successfully complete the required courses to allow access to all postsecondary options; 2) Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math; and 3) Improve student engagement, support, school climate, safety, and environment.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students in the Shasta Union High School District have access to all programs offered at any school in the district. Programs and classes are offered at all sites. In the event that a class or program is not offered at a particular school site, such as CTE programs, students are transported from one school to the other. District policies allow for students to take classes at multiple schools to meet the student's educational goals and plans. Guidance counselors meet with all students during the pre-registration process to assist students in selecting courses and identify any barriers and potentially take steps to address anything that comes up.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

One barrier that we see is with dual enrollment. Not all teachers at all sites meet the college requirements (master degree in their subject area) to teach a dual-enrolled course. We are addressing tis area by getting more courses approved for articulation, thus giving students the same opportunity to get college credit.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As an LEA, we have identified and adopted three goals which all lead to students accessing a broad course of study. Our goals are as follows: 1) All graduates will successfully complete the required courses to allow access to all postsecondary options; 2) Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math; and 3) Improve student engagement, support, school climate, safety, and environment. The district offers a variety of actions and services in the LCAP to address student needs and achieve our targeted annual measurable outcomes relevant to Goal 1. Some of these services are specific to the unduplicated student population, while others are important for all students. Goal 1 reflects our desire to have as many options available to our graduates upon completion of the high school curriculum as possible. We also are proud to offer a robust Career Technical Education curriculum with course offerings in Fire Science, Administration of Justice, Agricultural Science, Construction Technology, Medical Careers, Dental, and Culinary Arts, to name a few. As reflected in Goal 2, our desire is for all students to explore career options and receive technical training as part of their high school curriculum. To facilitate this, we have invested resources from various sources. Still, we will use supplemental dollars to help ensure all students, especially the unduplicated population, have access to courses taught on different campuses in the district. Finally, we know that students cannot achieve the first two goals without ensuring their basic needs are met. By employing a variety of actions and services designed to improve or maintain student engagement, support, school climate, and safety on each campus, we feel our students will be in the best possible environment to succeed. These services

and actions are proactive (providing security guards and school resource officers) and reactive (drug and alcohol intervention, in-school suspension, etc.) to address the multitude of issues that students bring to school each day. We utilize our Aeries coupled with Counselor and administrative input to measure our success in providing access to and enrollment in a comprehensive course of study. In addition, we use custom reports from Data Quest to verify student enrollments in a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit					

Coordinating Instruction	1	2	3	4	5
policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					