Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
San Diego County Office of Education, JCCS and Friendship School	Bruce Petersen Executive Director SS & P	bruce.petersen@sdcoe.net 858-298-2069

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)

The Annual Public Hearing on Sufficiency of Textbooks and Instructional Materials was held on Aug.11, 2021, and quarterly reports to the San Diego County Board of Education on July 14, 2021 and Jan. 12, 2022. SDCOE schools are in full compliance with the Williams Act. All textbooks and instructional materials used within our schools are aligned with the California Standards and Frameworks and, in grades K-8, have been selected from the state adopted list of Standards-based materials. SDCOE follows the State Board of Education's adoption cycle for core content materials. All students, including English learners, are provided their own textbooks in core subjects for use in the classroom and to take home to complete required homework assignments.

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions		

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

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

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

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)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

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				4	
Health Education Content Standards			3		
Physical Education Model Content Standards		2			
Visual and Performing Arts			3		
World Language		2			

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				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

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.**

Our LEA is an alternative school district (Juvenile Court and Community Schools). We have used the last several years to implement our integrated ELD instructional framework and are continuing with our created ELA/ELD curriculum. We have also supplemented the ELA/ELD with another curriculum that is multifaceted in levels and supports. In addition, we are currently working with our math instructors to specifically integrate the ELD standards in their planning and teaching, with special emphasis on our English learners, through our math curriculum, our science curriculum and our piloted U.S. and world history. Our goal is to continue to have fully integrated core content areas with our English Language Development standards. Aligning our curriculum in all content areas is ongoing process.

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.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
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.

Parent and Family Liaisons (PFL), parents, and administrators worked jointly to support families with distance learning, return to in-person instruction, social and emotional supports, and virtual parent involvement. The Student and Family Engagement (SAFE) team meets monthly and includes school counselors, PFLs, student transition technicians, and social work interns. Parent involvement and participation is a standing agenda item and is discussed at every meeting. Parent involvement is also discussed at monthly leadership team meetings where

opportunities and initiatives are reviewed for further dissemination throughout our schools. Trainings are provided to the following teacher/staff committees: Special Education, Independent Study teachers, English Language Development assistants, attendance clerks, registrars, student support specialists, and office assistants. Expansion of resources in regional office parent centers will extend to all school sites.

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.

A focus for improvement will be to continue exploring multiple methods of family involvement in a virtual space while also expanding opportunities for on-site resource opportunities and community events that include participation by teachers and other school staff. More social and emotional learning (SEL) and restorative practice (RP) opportunities have been requested by families, and we will continue to expand these offerings. School social workers closely collaborate with Parent and Family Liaisons to develop SEL/RP workshop content for families. School exhibitions provide spaces for family engagement with school staff and other educational partners. We will continue to expand our exhibitions and other extended learning opportunities. Families are also viewed as a resource to our schools, and we are working collaboratively to develop learning options taught by parents with families and schools staff as the learners.

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.

The Student and Family Engagement group along with our leadership and District Equity Leadership Team will analyze regional, program-wide, and county data to inform our planning and educational partner development. Through continued responsiveness to requested resources, support, and trainings with information gathered through enrollment surveys, parent leader feedback, and community event evaluations, we will plan engagement opportunities that reflect expressed needs. We will continue to offer in-person, virtual, and hybrid events to create flexibility for family participation as parents have indicated that while they enjoy gathering at school sites and engaging in restorative field trips, virtual events can be easier to join. Community schools will continue to expand supports available at school sites and identify key partners to incorporate into our school communities in order to provide our families with the resources they need to support student success.

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

Building Partnerships	1	2	3	4	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.				4	

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.

Ongoing phone calls, parent-teacher conferences, student-led conferences, Design Jams, and school reports provide opportunities for parent involvement and discussion of student progress. Additional opportunities for discussion of student progress occur via distance transition planning, IEP meetings, and teacher calls to parents. Remote workshops and trainings are available during the day and evening. Parent support, including translation and information, is provided for IEPs, transition meetings (both from a custodial setting to home and from community schools to home district), parent-teacher conferences, student exhibitions of learning, and school open houses. Specific activities, workshops, training opportunities, and "Coffee with the Principal" meetings included topics such as: academic success (a-g Requirements, AB 2121, and local and state assessments among others), transition opportunities, attendance, financial aid and scholarships, restorative practices, human trafficking and CSEC, drug, tobacco use and vaping, use of technology, Career Readiness and Technical Education (CRTE), and Visual and Performing Arts (VAPA) information was provided.

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.

A focus area will be to increase communication on parent involvement activities, student progress, current research, available resources, in-person and distance opportunities. Implementation of a new student information system, and related training materials and workshops will provide families with the tools to access the parent portal, further increasing accessibility of information on student progress. Improvement of our notification system through daily reports and staff training will support increased accuracy and will alert staff when further outreach is required. Expansion of the notification system to include additional texting features will improve communication with our parents in their preferred method of outreach. Updating and expanding resources on our website will allow for further dissemination of information and resources. We will also continue to expand opportunities for student exhibitions of learning through student-led conferences and Design Jams, which include our educational partners in the development and execution of events that highlight student growth in academics, career technical education, and visual and performing arts.

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.

We will continue to engage our families via our identified areas of strength parent-teacher conferences, student-led conferences, Design Jams, and school reports provide opportunities for parent involvement and discussion of student progress. Additional opportunities for discussion of student progress occur via distance transition planning, IEP meetings and teacher calls to parents. Our further work will include expanding opportunities for shared experiences through student exhibitions and student/family feedback on the opportunities that are most engaging and successful from their perspective.

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

Parent trainings and workshops continued in a virtual format. Parent feedback at virtual outreach events, LCAP community forums, and educational partners surveys were used to guide the creation of the 2022-23 LCAP goals, actions, and services, which align with our SPSAs goals and WASC action plans. DPAC and DELAC members have been active leaders in contributing to engaging additional parents. Information regarding the PFEP is continuously provided via workgroups, at parent meetings and via the district website. PFEP is distributed at SSC/ELAC and DELAC leadership meetings. Parent feedback on SPSA development and LCAP goals is solicited, encouraged, and has been a key element in the development of our LCAP. Parents provided feedback and planning support for the development of workshops, parent trainings, social and emotional learning activities, and educational book clubs via phone interviews, request at district meetings, feedback during "Coffee with the Principal," and small group discussion.

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.

A focus area will be to increase communication on parent involvement activities, student progress, current research, available resources, in-person, and distance opportunities. Implementation of a new student information system and related training materials and workshops will provide families with the tools to access the parent portal, further increasing accessibility of information on student progress. Improvement of our notification system through daily reports and staff training will support increased accuracy and will alert staff when further outreach is required. Expansion of the notification system to include additional texting features will improve communication with our parents in their preferred method of outreach. Updating and expanding resources on our website will allow for further

dissemination of information and resources. We will also continue to expand opportunities for student exhibitions of learning through student-led conferences and Design Jams, which include our educational partners in the development and execution of events that highlight student growth in academics, career technical education, and visual and performing arts.

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 Student and Family Engagement group along with our leadership and District Equity Leadership Team will analyze regional, program-wide, and county data to inform our planning and educational partner development. Through continued responsiveness to requested resources, support, and trainings with information gathered through enrollment surveys, parent leader feedback, and community event evaluations, we will plan engagement opportunities that reflect expressed needs. We will continue to offer in-person, virtual, and hybrid events to create flexibility for family participation as parents have indicated that while they enjoy gathering at school sites and engaging in restorative field trips, virtual events can be easier to join. Community schools will continue to expand supports available at school sites and identify key partners to incorporate into our school communities in order to provide our families with the resources they need to support student success.

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?

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.
This data appears to show a strength in students' feelings of connectivity to both their school and to one another. In addition, it shows that our work in positive school culture is having a great effect on the atmosphere of the school as far as connectedness. The areas for growth appear to continue to be the feelings of safety. This is a challenge that will need to be further investigated.

Connectedness
*78% of students feel adults have High Expectations
*71% of students feel they that there are caring adults in school
*65% School Connectedness
*75% of students feel that teachers treat students fairly

School Safety
  • 71% of students feel safe at school
This data is from our 2021-22 California Healthy Kids Survey (CHKS) SDCOE

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)

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)

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)

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)

We are an alternative school with a transient student population, and we have systems in place to ensure our 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. During our enrollment process, every student undergoes a transcript review (by a school counselor and student support specialist), reading and mathematics assessments, a career/interests survey, and, when needed, a review of their IEP (by a special education teacher). Our counselors then work with our school office staff and school administrators to ensure our students are enrolled in the right courses and a broad course of study that advances them toward culmination/graduation based on our graduation requirements and course list. At each grading period, counselors review student transcripts to ensure students are taking a broad course of study that advances students toward culmination/graduation.

We have four CDS codes in our LEA: Court Schools (schools in detention facilities), Community Schools (serving students who have been expelled or referred from their districts, social services, or probation), San Pasqual Academy (serving foster youth at a residential facility), and Monarch School (serving students impacted by homelessness). Each CDS code enhances our orientation/transcript review and scheduling process in ways that best meet the needs of their student population. For example, San Pasqual Academy is long-term, and there is a stronger college-going culture, where a full a-g course load en route to admission to a four-year university is offered. In our Court Schools, we have a shorter term placement, so in addition to a-g approved courses, students are exposed to a wider range of CTE options, including graphic arts and fire science. At Monarch, the emphasis is greater on social and emotional learning, thus all high school students have access to social and emotional learning courses, in addition to a full a-g course load. Finally, our Community Schools, due to their size and shorter terms are limited in their foreign language and science labs of a-g. However, the strategies offered are more flexible, such as Independent Study, which allow students to personalize their learning experience based on their future plans while offering more opportunities for a-g courses.

Some barriers that can prevent our LEA from providing a broad course of study for all students include the fact that our sites are small (to meet the needs of our student population) and with so few teachers at each site, we are only able to offer a limited amount of courses in any given grading period. Another barrier is our students transiency (movement between sites), which can lead students to earning only partial course credit in one of our CDS codes and then landing in one of our other CDS codes without the immediate ability to close the partial (and complete the course). A third barrier that we face in providing a broad course of study for all students is the challenge we have with student attendance. Many of our students struggle to attend school consistently due to housing insecurity, mental health challenges, appointments with lawyers and special advocates, etc., and this leads to challenges with ensuring students are taking and completing the exact courses they need within our broad course of study.

Our LEA is seeking to address the barriers we face in the following ways. First, we are updating our curriculum to better meet the needs of our students' diverse transcript needs through consistency in curriculum and professional learning focused on stronger instructional strategies. Second, we are moving our system toward having more broad supplemental course sequences where students can take "Critical Literacy 1, 2, or 3" for example and thus engage in the literacy learning they need based on their skill level and transcripts without having to worry about duplicating courses or leaving courses only partially complete (because students would just pick up where they left off after moving to a new CDS code in our LEA). Third, we are implementing a multi-tiered system of support (MTSS) to help improve student attendance and a broad range of needs that would preclude them from being heavily involved in their school program and thus missing out on the opportunities for them to maximize their time.

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.				4	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
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.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
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					5

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

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).					5
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).					5

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					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
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
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.					5
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.					5
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.					5