

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-2022	318.8	88%	8.6%	.2%	0.0%	1.3%	1.9%	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)

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	N/A
Career Technical Education					5	
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
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):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
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

Practices	Rating Scale Number
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.

Dry Creek demonstrates strengths and progress in Building Relationships Between School Staff and Families. District-wide, diverse family engagement opportunities, including Back-to-School Night, Open House, and various orientation events, foster a welcoming school environment. Moreover, engagement opportunities such as World Fair, Math Night, and Family Literacy Night facilitate meaningful interactions between staff and parents, nurturing positive relationships and promoting two-way communication.

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.

The LEA has made notable strides in increasing support for English Learners (EL's), evident through initiatives like translated materials, a dedicated newcomer page on the website, and the provision of translated school newsletters. Additionally, Language Line services, interpreter iPads, and translators for meetings ensure accessibility and inclusivity for families with diverse linguistic backgrounds. Through these comprehensive efforts, the LEA continues to strengthen the bond between school staff and families, fostering a collaborative partnership that supports student success and enhances the overall school community.

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.

Each school site will work with their leadership and intervention teams to identify families' needs and develop a course of action to best engage, connect, and build relationships with them. District level teams will also support sites with identifying resources to best meet the needs of their underrepresented families.

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):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
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.	4
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.	4

Practices	Rating Scale Number
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.

Each school site within the district operates with functional English Language Advisory Committees (ELAC), convening three times annually. The ELAC plays a pivotal role in guiding the English Language program and reviewing key documents such as the Single Plan for Student Achievement (SPSA), LCAP, and school goals. Additionally, each ELAC reviews program information, testing documents, parent involvement opportunities, and policies. Similarly, the School Site Council (SSC) at every site contributes valuable input and feedback concerning both school and district plans, LCAP implementation, parent involvement, and various programs. Annually, sites actively solicit ideas and feedback from the committee regarding enhancing parent involvement and supporting student success. At the district level, the LCAP Parent Advisory Committee (PAC) and the District English Language Advisory Committee (DELAC) convened two and three times this school year, respectively. Both committees provide invaluable guidance and input on program components, parent engagement and involvement strategies, and LCAP goals and services. Moreover, the District ensures ongoing communication and collaboration with parents through various avenues, including student progress reports every six weeks, report cards every twelve weeks, parent conferences during the first trimester and as needed throughout the year, student success team meetings, Individualized Education Program (IEP) meetings, parent volunteer programs, at-risk meetings, and round-the-clock access to the online parent portal. These engagement opportunities foster a culture of collaboration and partnership between schools and families, ultimately supporting student achievement and well-being.

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.

Our District's focus is on providing parent education regarding educational processes, engagement opportunities, and how to participate in their child(ren)'s education. To ensure parents have access to our schools and events, the District continues to provide translation services for both in-person and written communication as needed.

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.

Each school site is committed to hosting parent education sessions focusing on topics relevant to engagement and active participation in their child's educational journey. Example sessions include, "Effective Reading Practices at Home" and "Understanding Math Skills Progression and Supporting Your Child's Learning." Working in tandem with their leadership and intervention teams, each school will identify families, assess their needs, and determine the most suitable course of action to foster partnerships that bolster positive student outcomes. At the district level, our focus extends to providing diverse educational opportunities that accommodate various family schedules. This includes offering both in-person workshops and webinar sessions. To ensure broad accessibility, these opportunities will be communicated through multiple channels and prominently featured on our Parent Academy webpage. Translation services and interpreters will be readily available to facilitate engagement and participation for all families. In addition to traditional formats, we are committed to developing a video series aimed at empowering parents with a deeper understanding of how to collaborate with the school. Topics will include navigating the IEP process, engaging with Student Success Team meetings, volunteering opportunities, and accessing technology programs vital for their and their children's success. Through these initiatives, we aim to strengthen the partnership between families and schools, ultimately fostering a supportive environment conducive to student achievement and well-being.

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):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
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.

Each year, our District administers an LCAP-aligned survey to both parents and staff, aimed at gathering crucial feedback. The survey's specific questions serve as invaluable tools for shaping our strategies for parent participation and engagement. Through active involvement from our School Site Councils, ELACs, and District ELAC, we incorporate input and feedback into essential plans such as the Single Plan for Student Achievement, Local Control Accountability Plan, School Safety Plans, Parent Involvement and Engagement Rubrics, and various program plans. This collaborative effort ensures that decisions regarding instructional programs and support for students and families are informed and reflective of our community's needs across the District. In line with our commitment to enhancing parent involvement and engagement, the District is dedicated to expanding opportunities for family education events, committees, and volunteer programs. We strongly encourage parents to actively participate in committees such as the School Site Council, ELAC, School Health and Wellness Committee, LCAP PAC, and CAC. Notably, Goal 3 within the LCAP underscores our focus on strengthening parent engagement and involvement. It's heartening to note that our efforts are yielding positive results. Last year, 82% of parents reported feeling that both the school and District value their participation and input in engagement opportunities—a notable 7% increase from the previous year. This upward trend speaks volumes about our collective dedication to fostering a collaborative partnership between families and our educational community.

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.

Drawing upon the analysis of educational partner input and local data, the LEA has identified key focus areas for improvement in Seeking Input for Decision-Making. A primary focus will be on enhancing parent participation in school site ELAC, SSC, and educational activities, recognizing the critical importance these committees and offerings play in connecting with families, forming partnerships, and providing support. Additionally, we aim to increase opportunities for gathering feedback from families by implementing post-activity surveys after school-based educational events. These surveys will serve as valuable tools for assessing what the school is doing well in

supporting family engagement and identifying areas for improvement. Through these efforts, we are dedicated to fostering a collaborative relationship with families and ensuring their voices are heard in shaping decision-making processes that impact our school community.

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.

Informed by educational partner input and local data analysis, the LEA is committed to enhancing the engagement of underrepresented families, aligning with the Seeking Input for Decision-Making initiative. Each school site will collaborate with its leadership and intervention teams to identify families, assess their needs, and develop tailored strategies to effectively engage them in school and District events, communications, and educational opportunities. Additionally, district-level teams will provide support to sites to identify resources and implement support to better meet the need of engaging underrepresented families. This collaborative effort ensures that all families, regardless of background or circumstance, are included and empowered to actively participate in decision-making processes that impact their children's education. By fostering a culture of inclusivity and responsiveness, we strive to create meaningful partnerships that promote student success and well-being across our educational community.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

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

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

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

Total of 3,162 respondents

4-5 grade: 44%

6-8 grade: 56%

Unduplicated: 1979

Yearly, students in 4-8 grade participate in our school climate survey. This year a total of 3,162 students participated, with 4-5 making up 44% and 6-8 making up 56%. Unduplicated students account for 63% of those students. As in prior years' surveys, student social awareness is high. About 90% agree that it is important to treat people with respect (93%), that they are happy for their friends when they do well in school (92%), and that they accept others for who they are, even if they are different (89%). Most students have positive social connections and social support. The finding of high social awareness among students is also consistent over time. Each year, at least 80% of students agree with each item about social awareness. Most students indicate they have friends at school (94%) and agree they care about their community (83%). Around three-quarters indicate that they have at least one adult at school they trust (77%), their teachers believe they will be successful (75%), and adults at school support them when they need help (72%). A little less than 90% of students this year indicate they have never been electronically (89%) or physically (87%) bullied, or it has happened only once. Additionally, most have never, or only once, been verbally bullied (70%).

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

Communication and feedback from our parents and students are key in determining the next steps or additional tiered preventive and supportive measures within PBIS. While our target was to reduce the number of parents feeling that bullying was a problem within the schools, we increased by 10% over the last three years. Encouragingly, 87% of parents feel that their students are safe at school and 79% feel that their student(s) get along with others and respect their differences. However, 58% of 4-8 students report feeling that they belong within the school community.

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

Moving forward, school sites will leverage this data to chart strategic improvements within their School Plans for Student Achievement, integrating these efforts within the broader framework of PBIS as we expect to see an increase in student connectedness. We will also provide learning opportunities and resources regarding bullying to both students and families.

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)

The Dry Creek Joint Elementary School District (DCJESD) uses several methods to track and measure the extent to which all students have access to, and are enrolled in, a broad course of study. In order to ensure our students have access and are enrolled, we build master schedules at both the TK-5 and 6-8 grade levels maximizing time in the school day for each course. In addition, at the middle school level, students are enrolled through our student information system. Aeries and schedules are monitored closely by our school counselors and site administration in

order to meet the needs of each student. Yearly, we monitor enrollment of students in college and career-aligned courses, and Advanced Math courses, which are reported in our LCAP Goal 1.

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)

DCJESD has made significant strides in ensuring that all students have access to, and are enrolled in a comprehensive course of study. Across our school sites serving TK-5 and 6-8 grade levels, efforts have been focused on providing intervention or enrichment services to enhance access and proficiency. At each school site, a fully implemented Tier I program covering required standards-based programs is in place, supplemented by Tier II and Tier III supports to address individual student needs. Notably, our six Title I schools receive additional staffing to support students in achieving grade-level proficiency. Furthermore, schools with substantial English Learner populations offer designated English Language Development (ELD) instruction during the school day. DCJESD also prioritizes Career Technical Education (CTE) at the high school level, facilitating pathways to connect students with relevant courses. Through initiatives like Project Lead the Way (PLTW), available to all 6-8 grade students, we ensure alignment with feeder high schools' courses, preparing students for future education and career paths. Monitoring enrollment in PLTW courses reveals notable trends. Of the 1,186 students enrolled, 49% are classified as low income, while 33% are English learner students. These figures underscore our commitment to equity and inclusivity, as we strive to provide all students with access to a broad course of study and necessary supports for academic success. DCJESD remains dedicated to providing a comprehensive education, addressing individual student needs, and preparing students for future opportunities through robust course offerings and support services.

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)

DCJESD has identified several barriers that hinder access to a diverse range of courses for our students. These obstacles include socio-economic status, English learner needs, special education requirements, homelessness, and irregular attendance.

In response to these challenges, the District has implemented a range of support services to ensure equitable opportunities for all students to participate fully. These services encompass interventions and enrichment programs delivered during school hours, as well as processes such as the Student Study Team (SST). Additionally, we provide increased access to technology resources, counseling services, transportation assistance, and after-school academic support. Targeted support services have been established to address the specific needs of English learners. These include programs such as Road to Reclassification along with integrated and designated ELD. District-wide, staff members receive training in Guided Language Acquisition Design (GLAD), and home-to-school technology usage is facilitated. Furthermore, additional after-school support is offered as needed. At the 6-8 grade level, students with special needs receive support in general education courses through co-teaching arrangements. Through these comprehensive efforts, DCJESD is committed to removing barriers and ensuring that all students have equal access to a broad course of study, regardless of their individual circumstances or challenges.

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)

The District will continue to implement District-wide Multi-tiered System of Supports (MTSS), which includes Academic and Social-Emotional tiered supports. Funding will be allocated to provide specific programs and interventions tailored to the needs of EL, SED, Homeless, Foster Youth, and at-risk students. Academic growth is monitored and analyzed 3-4 times a year at Collaborative Conferences to monitor student progress. Interventions, tutoring, and extended time for learning are discussed and prioritized. DCJESD will also roll out multiple attendance awareness and support programs to engage students and facilitate access to curricular content. Social-emotional supports such as counseling, Restorative Practices, and PBIS will be implemented to enhance student engagement and foster a sense of school connectedness.

Professional learning opportunities will be provided to build the capacity of general education and EL specialists to teach English Language Development (ELD) effectively. This includes training on ELD standards, strategies, lesson design, and the use of the Road to Reclassification process. EL specialists will engage in meetings aimed at program improvement, strategy development, and resource building within the team. Moreover, technology tools and access will be provided to staff and students to enhance and support the curriculum. Enrollment and schedules will be closely monitored to ensure equitable student access and participation.