

PRIORITIES

Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 tool as a resource when reporting results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 1 is 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)

All fields marked with an asterisk (*) are required

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

0



Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

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Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the Dashboard.

Local educational agencies 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, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted

academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- 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 local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards) *

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

History-Social Science *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

2. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards) *

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

History-Social Science *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

3. Rate the local educational agency'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

English Language Arts – Common Core State Standards for English Language Arts *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

English Language Development (Aligned to English Language Arts Standards) *

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Mathematics – Common Core State Standards for Mathematics *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Next Generation Science Standards *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

History-Social Science *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ N/A

Health Education Content Standards *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

Physical Education Model Content Standards *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Visual and Performing Arts *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

World Language *

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ N/A

Support for Teachers and Administrators

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

Identifying the professional learning needs of groups of teachers or staff as a whole *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Identifying the professional learning needs of individual teachers *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Providing support for teachers on the standards they have not yet mastered *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

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**Self-Reflection Tool (Priority 3) – Parent and Family
Engagement**

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports 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 California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising 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 areas 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 Phase
 - 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.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and Families

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. *

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

5 – Full Implementation and Sustainability

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

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

5 – Full Implementation and Sustainability

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

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

4 – Full Implementation

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. *

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

5 – Full Implementation and Sustainability

Building Relationships Dashboard Narrative Boxes

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. *

We were able to greatly increase the amount of feedback we received through our Annual Educational Partner Survey and county LEA administrator monthly meetings. Our LEAs reported that RISE Academy does a good job of evaluating students' academic needs and creating an educational rehabilitative plan. Additionally, LEAs have indicated that we do a good job evaluating students' emotional needs and providing positive support and guidance. We will reinstitute annual parent and student surveys beginning 24-25 to gain more feedback.

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. *

Daily progress reports are sent home with each student, and parents must respond and sign so that the student returns the report to the teacher the following day. This home-to-school connection enhances the parent-to-school communication. Our analysis is indicative of the last year we enrolled students at RISE Academy during 2022-23. The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will reanalyze educational partner feedback at the end of this first year.

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 enrollment is limited to 12 students or fewer. We have students come in and out of the program based on their personal plan progress. Our analysis is indicative of the last year we enrolled students at RISE Academy during 2022-23. The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will reanalyze educational partner feedback at the end of this first year.

Section 2: Building Partnerships for Student Outcomes

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. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 –

Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

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

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

3 – Initial Implementation

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. *

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

5 – Full Implementation and Sustainability

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. *

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

4 – Full Implementation

Building Partnerships Dashboard Narrative Boxes

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. *

Our program is unique in that it provides a trauma-informed program for all students. Because of this, we have ensured that our staff is adequately trained and developed in trauma and restorative practices.

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. *

The above analysis is indicative of the last year we enrolled students at RISE Academy during 2022-23. The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will reanalyze educational partner feedback at the end of this first year.

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. *

Our enrollment is limited to 12 students or fewer. We have students come in and out of the program based on their personal plan progress. Our analysis is indicative of the last year we enrolled students at RISE Academy during 2022-23. The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will reanalyze educational partner feedback at the end of this first year.

Section 3: Seeking Input for Decision-Making

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. *

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

4 – Full Implementation

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

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

4 – Full Implementation

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.*

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

2 – Beginning Development

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.*

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

2 – Beginning Development

Seeking Input for Decision-Making Dashboard Narrative Boxes

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.*

We utilize an annual survey of the whole county, which includes administrators, and classified and certificated staff members. We also have employees who network and sit on a variety of committees throughout the community and region that are able to provide needed input into our programs.

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.*

The above analysis is indicative of the last year we enrolled students at RISE Academy during 2022-23. The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will reanalyze educational partner feedback at the end of this first year.

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 above analysis is indicative of the last year we enrolled students at RISE Academy during 2022-23. The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will reanalyze educational partner feedback at the end of this first year.

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Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted. The approved self-reflection tool for Priority 6 is provided below.

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.

Instructions

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.

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.

The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will provide a local climate survey and analyze results at the end of the school year.

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.

The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will provide a local climate survey and analyze results at the end of the school year.

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.

The school did not enroll students during 2023-24 school year. We will be enrolling students again in 2024-25. We will provide a local climate survey and analyze results at the end of the school year.

Criteria:

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

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Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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* 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, and report the results to their local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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.

The tools listed below have been identified to track student access and enrollment in a broad course of study: 1) Transcripts and Individualized Learning Plans (ILPs) Upon enrollment, RISE staff request and evaluate student transcripts to determine and monitor the appropriate course of study for each student. Priority is given to courses needed for graduation. An Individualized Learning Plan (ILP) is created for every RISE student to

help ensure access to and completion of courses needed for graduation. ILPs are reviewed with students on an ongoing basis as courses are completed, and new courses are assigned. 2) SIS Course Report RISE provides a breadth of online coursework opportunities through the Edgenuity Learning System. Online course enrollment and completion are monitored through the SIS.

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

We devote a great deal of energy to ensuring our students have access to and are enrolled in the courses needed for high school graduation. We are proud to say that 100% of our students have access to a breadth of courses through online coursework. All student mirror their district of origin coursework to be able to make a smooth transition back after completion of their learning plans.

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.

Ongoing and necessary triage is needed to accommodate the academic needs of our students and provide essential support. Since the majority of students enter with severe academic deficits, a main priority is helping them get back on track toward high school graduation. Once students are on track, we can offer a greater breadth of coursework to enrich their high school experience. Many RISE students have experienced trauma that impedes their ability to access the academic curriculum, interact with others, and maintain focus. Our staff has engaged in meaningful professional learning to implement practices that support the academic, social, and emotional needs of our students. It is necessary to constantly evaluate student needs and adjust strategies, supports, and instructional practices, and we are dedicated to ensuring our students are provided every opportunity for success.

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?

To promote access to a broad course of study, we are focusing on continuing to provide students with access to Edgenuity Learning Systems, aligning courses to ensure continuity of education and coursework as students transition between sites, continuing to engage in professional learning in such areas as standards-based instruction, trauma-informed care, and restorative practices, continuing transitional supports for students entering and exiting RISE, and communicating between LEAs within across our county school system.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

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Self-Reflection Tool (Priority 9) – Coordination of Services for Expelled Students (COE only)

This is the submission form for the county office of education coordinator to complete on the local performance indicator for the coordination of services for expelled students (Priority 9). This form is for county offices of education only.

Standard: County office of education annually measures its progress in coordinating instruction as required by California *Education Code* Section 48926 and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: County office of education determines its progress by completing the self-reflection tool below and reports these results to its local governing board and through the Dashboard.

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

All fields marked with an asterisk (*) are required

1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: *

a. Review of required outcome data. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 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. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

2. Coordinating on development and implementation of triennial plan with all local educational agencies within the county. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

3. Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students. *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. *

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Criteria:

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for expelled youth.

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Self-Reflection Tool (Priority 10) – Coordination of Services for Foster Youth (COE only)

This is the submission form for the county office of education coordinator to complete on the local performance indicator for the coordination of services for foster youth (Priority 10). This form is for county offices of education only.

Standard: County office of education annually measures its progress in coordinating services for foster youth and reports the results to its local governing board as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: County office of education determines its progress through the use of a self-reflection tool that is provided below and reports the results to its local governing board and through the Dashboard.

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

All fields marked with an asterisk (*) are required

1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, 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). *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

2. Building capacity with local educational agency, 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). *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

3. Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

4. Providing direct educational services for foster youth in local educational agency 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. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 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. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 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. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education 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. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Criteria:

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for foster youth.