



# 2025-26 Local Performance Indicator Self-Reflection

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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.

## Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

## Local Indicators

The local indicators address the following state priority areas:

### **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)

## **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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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
2023-2024	pending	pending	pending	pending	pending	pending	pending	pending

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

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

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

**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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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		

## 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						N/A
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				4	

### 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: <sup>1</sup>

- 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.	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.	5

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The Local Education Agency (LEA) has made significant progress in strengthening relationships among schools, staff, and families through a comprehensive array of initiatives and dedicated resources. Central to these efforts are the Biliterate Community Liaisons, who serve a critical role in bridging communication and cultural gaps between schools and families. Their work ensures mutual understanding, facilitates trust, and fosters meaningful collaboration across diverse communities.

A cornerstone of the LEA's family engagement strategy is the Parent Institute for Quality Education (PIQE), which provides parents with essential skills and knowledge to actively participate in their children's education. Through PIQE, parents are empowered to become informed advocates and partners in the academic success of their children.

To ensure inclusive and representative decision-making, the LEA supports several advisory bodies, including the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC). These committees provide structured opportunities for families and community members to engage in policy development and implementation, bringing diverse perspectives into the decision-making process.

At the school level, School Site Councils (SSC) promote grassroots involvement by enabling parents and staff to collaborate on initiatives that address site-specific needs and priorities. The English Learner Advisory Committee (ELAC) further amplifies the voices of families of multilingual learners, advocating for equitable access to educational opportunities and resources.

The LEA also celebrates the accomplishments of English learners through its Reclassification Ceremony, which honors students who have met the criteria to be reclassified as fluent English proficient. This celebration fosters a sense of belonging and recognizes students' perseverance and academic success.

In addition to these structured programs, the LEA facilitates ongoing engagement through parent-teacher conferences and student exhibitions of learning, providing platforms for meaningful dialogue and shared understanding of student progress. Informal events, such as parent coffees, offer relaxed settings where families can build relationships with school staff and voice concerns in a welcoming environment.

Collectively, these initiatives reflect the LEA's unwavering commitment to fostering inclusive and collaborative partnerships among school staff, students, and families. By cultivating a culture of mutual respect and shared responsibility, the LEA is creating a supportive educational environment that empowers all members of the school community.

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 Local Education Agency (LEA) has undertaken a thoughtful evaluation of its current efforts to build strong, collaborative relationships between school staff and families. As a result, several key areas for improvement have been identified, reflecting the LEA's commitment to fostering a more inclusive, responsive, and supportive educational environment.

A primary area of focus is enhancing support for the Vietnamese-speaking community. Recognizing existing communication barriers, the LEA is committed to hiring additional bilingual liaisons to bridge language and cultural gaps, thereby strengthening trust and engagement with Vietnamese-speaking families.

In tandem with this effort, the LEA aims to expand and improve translation and interpretation services, with particular attention to ensuring that families are fully supported during Individualized Education Program (IEP) meetings. By enhancing these services, the LEA seeks to ensure that all families can meaningfully participate in their children's education, regardless of language barriers.

Additionally, the LEA acknowledges the linguistic diversity of its broader community and is working to extend language support services to accommodate a wider range of languages. This inclusive approach reflects the LEA's commitment to equity and access for all families.

Professional development for staff is another critical priority. The LEA is dedicated to providing ongoing training focused on cultural awareness and responsiveness. These professional learning opportunities will help staff develop a deeper understanding of the diverse cultural backgrounds represented in the school community and cultivate respectful, inclusive relationships with students and their families.

To further strengthen family-school partnerships, the LEA is actively working to increase family participation in both school and district-level events. By fostering a sense of belonging and encouraging family involvement, the LEA aims to build a vibrant, engaged community where all voices are heard and valued.

Moreover, the LEA is committed to creating an inclusive environment that supports the needs of diverse learners. This includes promoting empathy, understanding, and mindset shifts among students, staff, and families—shifts that embrace and celebrate differences as strengths. Through this work, the LEA seeks to cultivate a school culture where all individuals feel respected, supported, and empowered to succeed.

In summary, these strategic efforts reflect the LEA's dedication to continuous improvement and its unwavering focus on equity, inclusivity, and meaningful engagement with all members of the 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.

The Local Education Agency (LEA) is firmly committed to enhancing the engagement of underrepresented families in the vital process of building strong, collaborative relationships between schools, staff, and families. Drawing on

educational partner input and local data, the LEA has identified several strategic areas of focus to promote equity, inclusivity, and active participation throughout the school community.

To begin, the LEA recognizes the importance of providing tailored support to meet the diverse needs of specific student groups. English Language Learners, students with disabilities, homeless youth, socio-economically disadvantaged students, African American students, and Latinx families often face systemic barriers to engagement. In response, the LEA is implementing targeted outreach efforts and resources designed to ensure these families are meaningfully included in school activities and decision-making processes.

Building on these efforts, the LEA is strengthening its implementation of Response to Intervention (RTI) strategies. These evidence-based practices are designed to address academic challenges early and effectively, ensuring that underrepresented students receive the individualized support they need to thrive academically.

Equally important is the role of community liaisons, who serve as vital connectors between schools and families. By facilitating effective communication, cultural understanding, and relationship-building, these liaisons play a key role in fostering trust and collaboration, especially within historically marginalized communities.

In addition to direct academic and communication support, the LEA is addressing broader barriers to participation through holistic services. For example, the District partners with the Valley Transportation Authority (VTA) to help overcome transportation challenges that may prevent families from attending school events or accessing services. Simultaneously, student empowerment initiatives such as the Building Leaders and Activists with Collective Knowledge (B.L.A.C.K.) Program aim to amplify student voices and equip them to advocate for themselves and their communities.

To further enhance understanding and empathy, the LEA conducts empathy interviews with families to gain insight into their lived experiences. These interviews inform culturally responsive practices and strengthen the capacity of school staff to engage families with respect and understanding.

Addressing basic needs is also central to the LEA's approach. Wraparound services—such as clothing closets for foster youth and students experiencing homelessness, partnerships with Second Harvest Food Bank to combat food insecurity, and collaboration with the First Five Family Resource Center—ensure that families have access to the essential resources they need to support their children's well-being.

Moreover, the establishment of community schools and wellness centers reflects the LEA's commitment to serving the whole child. These centers act as hubs for academic, health, and social-emotional services, promoting stability, connection, and success for underrepresented students and their families.

Finally, to ensure continuous improvement and inclusive collaboration, the LEA is reconvening the Evergreen Elementary School District (EESD) Special Education Advisory Committee. This forum will provide valuable recommendations to the Board of Education, advancing the district's mission to improve educational experiences for all students, particularly those receiving special education services.

Through these multifaceted initiatives, the LEA reaffirms its dedication to building a more inclusive and supportive educational environment—one in which all families feel valued, respected, and actively engaged in their children's learning journey.

## 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.	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.	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.

The Local Education Agency (LEA) has demonstrated notable strengths and consistent progress in fostering partnerships that promote positive student outcomes and holistic development. Through a series of thoughtfully designed initiatives and collaborative efforts, the LEA continues to build a strong foundation for student success.

A key component of this work is the LEA's Student Study Team (SST) Handbook, which offers a structured process for identifying and addressing student needs. This resource ensures early and coordinated intervention for both academic and behavioral challenges, supporting students proactively and efficiently.

Collaboration with educational partners further enhances these efforts. Regularly scheduled meetings allow for the sharing of insights, resources, and coordinated strategies through the Comprehensive Coordinated Early Intervening Services (CCEIS). These meetings foster alignment across stakeholders and contribute to a unified approach in supporting student achievement.

In support of continuous communication, parent-teacher and student-led conferences provide valuable opportunities for families and educators to engage in meaningful dialogue about student progress. These conferences promote shared understanding and collaborative goal-setting, reinforcing the partnership between home and school.

Additionally, the LEA's Profile of a Learner serves as a guiding framework that defines the key skills and attributes necessary for student success. This profile helps educators align instructional practices and interventions with individual student needs, ensuring a personalized and intentional approach to learning.

To meet the diverse needs of all learners, the LEA has implemented multi-tiered systems of support (MTSS). This framework delivers targeted academic and social-emotional interventions at various levels of intensity, ensuring equitable access to necessary supports and fostering growth for every student.

Communication with families is further enhanced through the use of ParentSquare, a digital platform that facilitates timely, transparent, and consistent engagement between schools and home. This tool strengthens connections and empowers families to stay informed and involved in their child's education.

The LEA also recognizes the importance of addressing students' needs beyond academics. Community schools and wellness centers have been established as resource hubs, offering comprehensive support services that attend to the social, emotional, and physical well-being of students and their families.

In times of crisis, the LEA is prepared with crisis response teams that ensure swift and effective action to safeguard student safety and well-being. These teams provide reassurance and structure in challenging circumstances, further demonstrating the LEA's commitment to the whole child.

Transparency and empowerment are also priorities for the LEA, as reflected in the Parent Handbook of Rights and Responsibilities. This resource equips families with essential information, fostering a greater sense of agency and encouraging informed participation in their children's educational journey.

Finally, the LEA actively promotes community engagement through events such as reclassification ceremonies, cultural celebrations, open houses, and back-to-school nights. These gatherings offer families the chance to celebrate student achievements, connect with educators, and build relationships within the school community.

Together, these initiatives reflect the LEA's steadfast dedication to building strong, collaborative partnerships that support every student's academic success and overall well-being. Through coordinated efforts and inclusive practices, the LEA continues to create an environment where all students and families can thrive.

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.

Based on a thorough analysis of educational partner input and local data collected through the Comprehensive Coordinated Early Intervening Services (CCEIS) process, the Local Education Agency (LEA) has identified several key focus areas for improvement in building partnerships to support positive student outcomes. These priorities reflect the LEA's continued commitment to equity, inclusion, and collaboration—particularly for students with diverse learning needs.

A critical area of focus is addressing disproportionate representation among student groups. The LEA has recognized disparities in access, participation, and outcomes affecting certain populations and is committed to implementing targeted strategies to ensure equitable opportunities for all students. By reducing these disparities, the LEA aims to foster a more inclusive and just educational environment.

Professional development for special education teams is also a top priority. In particular, the LEA is investing in training related to assessment practices to enhance staff expertise in evaluating students with diverse needs. This includes reviewing and refining assessment tools to ensure their appropriateness for the LEA's unique student population.

Closely aligned with this goal is the need for accurate and linguistically appropriate assessments for multilingual students. The LEA is developing protocols to ensure students are assessed in their primary language using tools that are culturally and linguistically responsive. This practice will support more accurate identification of student needs and reduce the risk of misclassification.

To further support educators and families, the LEA is in the process of developing a comprehensive special education handbook. This resource will provide clear guidance on procedures, expectations, and available supports, promoting consistency and transparency in the special education process across the district.

Additionally, the LEA is placing a strong emphasis on implementing the Student Study Team (SST) process with fidelity. Proper implementation is essential for early identification and timely intervention for students experiencing

academic or behavioral challenges. To this end, the LEA will continue to offer training and support to ensure that schools utilize the SST process effectively.

Another important area involves clarifying the distinctions between 504 plans and Individualized Education Programs (IEPs). Ensuring that students receive the appropriate support—whether through accommodations under Section 504 or specialized services under an IEP—is key to both compliance and the prevention of over-identification in special education. Ongoing guidance and training for educators and families will help reinforce these distinctions and support informed decision-making.

Equally vital is the implementation of IEP accommodations in general education settings. The LEA is reinforcing the expectation that all accommodations outlined in a student's IEP are provided as written. Consistent application of these supports is fundamental to enabling students with disabilities to access and succeed in the general education curriculum.

In support of accountability and continuous improvement, the LEA will also continue conducting IEP file audits. Regular review of documentation helps ensure compliance with legal requirements, promotes accurate record-keeping, and identifies areas for enhancement in the delivery of services.

Through these targeted improvement efforts, the LEA is actively working to strengthen partnerships among schools, staff, families, and community stakeholders. By focusing on equity, clarity, and effective implementation, the LEA is advancing its mission to improve outcomes for all students, particularly those with diverse learning needs.

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.

Based on a comprehensive analysis of educational partner input and local data, the Local Education Agency (LEA) has developed a series of strategic initiatives aimed at enhancing the engagement of underrepresented families in building meaningful partnerships for improved student outcomes. These efforts reflect the LEA's ongoing commitment to equity, inclusion, and collaborative support for all students and families.

A foundational element of this approach is the implementation of a behavior matrix that clearly outlines expectations and consequences across all schools. By establishing consistency in behavioral expectations, the matrix contributes to a positive school climate while also encouraging families to reinforce those behaviors at home. This alignment between home and school fosters a shared understanding and strengthens the partnership necessary for student development.

In addition to promoting consistency in expectations, the LEA is integrating restorative practices into its disciplinary framework. Restorative approaches prioritize communication, empathy, and accountability, and they invite families—particularly those from underrepresented groups—to participate in conflict resolution and problem-solving processes. These practices help build trust, strengthen relationships, and create a more inclusive and supportive school culture.

To further support students who have disengaged from school, the LEA is developing individualized re-engagement plans. These plans address the specific barriers contributing to student disengagement and actively involve families in the process of reintegrating students into academic and social settings. By focusing on individualized needs, the LEA ensures that underrepresented families are seen as critical partners in their children's return to school success.

Complementing these student-centered efforts is the establishment of community schools and wellness centers. These centers serve as accessible hubs for support services, providing underrepresented families with direct access to resources, opportunities for connection, and spaces for active engagement in school-based initiatives. Such environments foster a sense of belonging and encourage ongoing collaboration between schools and families.

To holistically address the challenges faced by many families, the LEA is expanding wraparound services that go beyond academics. By offering support such as counseling, healthcare, and social services, the LEA ensures that families receive the comprehensive assistance needed to overcome obstacles to student engagement and success. This whole-child, whole-family approach underscores the district's commitment to inclusive support.

Additionally, the LEA is strengthening partnerships with school-linked services, including mental health providers, social service agencies, and community-based nonprofits. These collaborations expand the network of support available to underrepresented families and facilitate access to culturally relevant and tailored resources.

Through the thoughtful implementation of these strategies, the LEA is working to create a more inclusive and supportive educational environment—one in which underrepresented families are empowered to participate fully in their children's education. By fostering trust, accessibility, and collaboration, the LEA seeks to ensure that all students are positioned for success, supported by strong, sustained partnerships between schools and families.

**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.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

**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.

The Local Education Agency (LEA) has made significant progress in fostering inclusive and responsive decision-making processes by actively seeking input from educational partners. Through a variety of mechanisms and collaborative partnerships, the LEA ensures that the voices of students, families, educators, and community members are reflected in the development of programs, policies, and practices.

A key method for collecting feedback is the implementation of surveys, which serve as a vital tool for engaging parents, students, and staff. These surveys provide insights into a wide range of topics—from curriculum and instruction to school climate—enabling the LEA to make informed, data-driven decisions that align with community priorities.

In addition to surveys, the District Advisory Committee (DAC) plays an essential role in the LEA's collaborative governance model. Composed of representatives from School Site Councils across all Evergreen Elementary School District (EESD) schools, the DAC offers a forum for thoughtful dialogue and feedback on district-wide initiatives. This ensures that decision-making reflects the diverse perspectives and needs of the broader school community.

To further support the needs of specific student populations, the District English Learner Advisory Committee (DELAC) provides a structured platform for English Language Learner (ELL) families to offer input on language acquisition programs, support services, and resource allocation. DELAC's contributions are integral to shaping policies that directly impact the academic success and well-being of multilingual students.

The LEA also conducts needs assessments to identify areas for improvement across schools and departments. These assessments help to pinpoint gaps in services, highlight areas of strength, and guide the strategic distribution of resources to better serve students and families.

Engagement continues through the use of Local Control and Accountability Plan (LCAP) Community Engagement Surveys, which gather perspectives on district goals and funding priorities. These surveys ensure that the LCAP is grounded in the lived experiences, values, and aspirations of the school community, and that it remains a meaningful and transparent planning tool.

To maintain a safe and supportive learning environment, the LEA regularly administers safety surveys. These instruments assess perceptions of campus safety and student well-being, allowing the district to tailor its climate and security strategies to the needs and concerns of students, staff, and families.

Finally, the LEA values the professional insight of its educators, gathering feedback through professional development surveys. These surveys help determine staff preferences and learning needs, ensuring that professional development opportunities are relevant, impactful, and aligned with instructional goals.

Through these diverse and inclusive methods of engagement, the LEA demonstrates a strong commitment to shared decision-making and community-driven leadership. By consistently seeking and incorporating input from all educational partners, the LEA continues to build a responsive and equitable educational system focused on student success and collective growth.

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 Local Education Agency (LEA) has identified key areas for improvement in its efforts to enhance input-gathering processes for informed decision-making. Central to these efforts is a renewed focus on elevating the voices of underrepresented families and ensuring that comprehensive needs analyses are conducted consistently across all school sites.

Recognizing that truly inclusive decision-making must reflect the diverse perspectives of the entire school community, the LEA is committed to strengthening its engagement with underrepresented families. To achieve this, the LEA is exploring more targeted outreach efforts that consider cultural relevance and language accessibility. Strategies such as empathy interviews and community-centered engagement opportunities are being considered to ensure that families from all backgrounds can meaningfully contribute to discussions that shape educational policies and programs.

Equally important is the LEA's commitment to conducting thorough and site-specific needs analyses. By gathering and analyzing data unique to each school community, the LEA can more accurately identify localized challenges and priorities. This approach allows for more strategic and equitable resource allocation and ensures that decisions are responsive to the distinct contexts and needs of individual campuses.

Together, these areas of focus underscore the LEA's broader goal of creating decision-making processes that are not only data-informed but also deeply inclusive and community-driven. By improving mechanisms for gathering input—particularly from underrepresented families—and enhancing the depth and scope of needs assessments, the LEA aims to ensure that all educational partners have a meaningful role in shaping the initiatives that impact student success.

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.

Based on a thorough analysis of educational partner input and local data, the Local Education Agency (LEA) has developed targeted strategies to enhance the engagement of underrepresented families in the decision-making process, with a particular emphasis on actively seeking their input. Recognizing the vital role these families play in shaping educational outcomes, the LEA is committed to fostering meaningful participation throughout planning and implementation phases.

Under the guidance of the Director of Educational Services, community liaisons will be instrumental in this effort. They will participate in or facilitate committees composed of diverse educational partners, working collaboratively to design family engagement activities that are culturally relevant and responsive to the unique needs and preferences of underrepresented families. This inclusive approach aims to create opportunities that resonate authentically with the community.

To ensure the continued effectiveness of these family engagement initiatives, the LEA will establish comprehensive evaluation mechanisms. These may include surveys, focus groups, and interviews designed to capture the experiences and perspectives of participating families. Such feedback will provide valuable insights, enabling the LEA to make informed adjustments and enhancements to future engagement efforts.

Through the implementation of these strategies, the LEA aspires to cultivate a more inclusive and participatory decision-making environment. By providing underrepresented families with meaningful opportunities to contribute, the LEA not only strengthens family-school partnerships but also ensures that decisions are enriched by a diverse array of voices. Ultimately, this approach supports more equitable and effective outcomes that benefit all students.

## 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.

2024-2025

CA Healthy Kids Results (Grade 6): 52% response rate

School Safety and Cyberbullying

Feel safe at school: 81%

Feel safe on way to and from school: 91%

Been hit or pushed: 27%

Mean rumors spread about you: 38 %

Called bad names or target of mean jokes: 53 %

Saw a weapon at school: 9%

Cyberbullying: 30%

Students treated with respect: 82%

CA Healthy Kids Results (Gr. 7): 95% response rate

School Safety and Cyberbullying

School perceived as very safe or safe: 70%

Experienced any harassment or bullying: 40%

Had mean rumors or lies spread about you: 39%

Been afraid of being beaten up: 25 %

Been in a physical fight: 7%

Seen a weapon on campus: 9%

Cyberbullying: 25%

Safety Survey 2024-2025

Elementary:

Feeling Safe at School: 82.3% feels safe and very safe

Bullying: 32.5% Seen Often and Sometimes

Bullying is a Problem: 31.6%

Middle School:

Feeling Safe at School: 76.9% feels safe or very safe

Bullying: 26.5% seen often and sometimes

Bullying is a problem: 23.4%

**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.

Through a comprehensive analysis of student data, several key insights have emerged, revealing both areas of strength and opportunities for growth within the school community. These findings highlight important trends in student experience, particularly in relation to school climate, safety, and emotional well-being across different grade spans.

One of the most significant patterns identified is the disparity in student experiences between elementary and middle school. While elementary students generally report feeling safe and respected, concerns become more pronounced as students transition to middle school. Data indicates a noticeable decline in the sense of safety among middle school students when compared to their elementary counterparts. This suggests a need for targeted interventions during this critical developmental period to promote a greater sense of connection, belonging, and emotional support.

In terms of online safety, the data regarding cyberbullying remains consistent year over year. For example, in 2023–2024, 31% of sixth-grade students reported experiences with cyberbullying, compared to 30% in 2024–2025. Among seventh-grade students, reports of cyberbullying decreased slightly from 30% in 2023–2024 to 25% in 2024–2025. While these figures demonstrate some improvement, they also reinforce the ongoing importance of addressing digital safety and expanding mental health support systems for students navigating the complexities of online interactions.

Encouragingly, students across grade levels consistently report feeling respected at school, which reflects a strong and positive aspect of school culture. In 2023–2024, 83% of sixth-grade students indicated they felt respected, with a slight decrease to 82% in 2024–2025. Respect remains a clear strength within the elementary school community and provides a foundation on which to build further efforts in enhancing overall student well-being.

In summary, the analysis of student data has illuminated the diverse experiences and needs of learners across the district. While respectful school environments are a recognized strength, the findings underscore the need to improve perceptions of safety at the middle school level, strengthen student connectedness during transitional years, and continue addressing mental health and cyberbullying concerns. These insights will guide the LEA in developing targeted interventions and initiatives that support the holistic well-being and academic success of all students.

**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.

Based on a thorough analysis of local data, the Local Education Agency (LEA) has recognized the need to revise existing plans, policies, and procedures to better address areas of identified need—particularly those concerning student well-being, safety, and connectedness.

One key area of focus is the expansion of community schools and wellness centers. The LEA is committed to broadening their role and resources to provide comprehensive support services, including increased access to mental health counseling and related interventions. This expansion is in direct response to growing concerns around student mental health and overall well-being.

In parallel, the LEA is enhancing suicide prevention and bullying prevention training for both staff and students. These initiatives are designed to equip the school community with the knowledge and strategies necessary to identify warning signs, respond effectively, and cultivate a safe and supportive environment for all students.

Middle schools are also taking proactive steps to support students during key transitional periods. Plans are underway to strengthen Welcome-Back events so that they go beyond traditional academic orientation and focus intentionally on building relationships, fostering school connectedness, and supporting emotional well-being. In these efforts, counselors, social workers, and their interns play a critical role by providing individualized support to students facing challenges such as bullying, mental health concerns, or other safety-related issues.

Additionally, events like National Night Out serve as valuable opportunities to reinforce collaboration between schools, law enforcement agencies, community organizations, and families. These events help strengthen school-community relationships, enhance trust, and promote proactive safety measures that contribute to a positive school climate.

To address physical safety concerns, the LEA is conducting a comprehensive review of the district's Facilities Master Plan and school risk assessments. This process is aimed at identifying physical vulnerabilities, recommending necessary security enhancements, and updating emergency preparedness protocols. These efforts will ensure that each site's Comprehensive Safe School Plan reflects current best practices and meets the evolving safety needs of the school community.

By implementing these changes, the LEA demonstrates its commitment to proactively addressing identified needs, prioritizing student safety and mental health, and creating a supportive, inclusive learning environment where all students can thrive.

## **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 Local Education Agency (LEA) employs a variety of locally selected measures and tools to ensure that all enrolled students have access to a broad and comprehensive course of study. One foundational tool utilized is PowerSchool, which facilitates the creation of student schedules, ensuring that course placements align with students' academic pathways and needs.

In addition, Destiny serves as the system for managing physical textbooks that are board-approved and aligned with the Common Core Curriculum. This tool allows students to access essential learning materials, reinforcing consistency and quality in instructional resources across the district.

To complement physical resources, digital curriculum is assigned to students through the Clever online platform, providing a seamless and user-friendly interface for accessing a wide range of educational content. This digital approach supports diverse learning styles and promotes equitable access to curriculum materials.

The LEA also employs iReady as a key assessment measure. This tool functions both as a universal screener to identify student learning needs and as a determinant for accelerated pathways, enabling tailored instruction that meets students where they are and supports their academic growth.

For monitoring and supporting English learners and reclassified English proficient students, the LEA uses Ellevation. This platform not only tracks student progress but also offers strategies and resources for teachers and classified staff, ensuring targeted support that promotes language development and academic success.

Furthermore, the LEA ensures that all Special Education classrooms are equipped with age-appropriate, standards-based core curriculum. This commitment guarantees that students with diverse learning needs have access to rigorous and meaningful academic content that is aligned with district-wide educational goals.

Through these carefully selected tools and measures, the LEA upholds its commitment to providing all students with equitable access to a broad and inclusive course of study.

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)

Programmatically, the Local Education Agency (LEA) offers a diverse array of educational programs across its school sites to meet the varied needs and interests of students. At select elementary schools, families have access to a two-way bilingual dual immersion program in Spanish and English, designed to promote bilingualism and biliteracy. Additionally, some elementary campuses implement a wall-to-wall Project Based Learning (PBL) approach, fostering critical thinking and real-world problem-solving skills across the curriculum. Complementing these offerings, the Sobrato Early Academic Language (SEAL) program supports early language development, while in the 2025–2026 school year, the district will introduce a Visual and Performing Arts Academy (VAPA) to further enrich the academic experience.

Transitioning to the middle school level, elective courses and program offerings vary by site to accommodate student interests and developmental needs. Notably, two middle schools provide a wall-to-wall Project Based Learning environment, operating as schools within a school to create immersive, inquiry-driven learning communities.

Despite these programmatic differences across sites, the LEA ensures that each school maintains a robust and comprehensive educational program that serves all students effectively. Furthermore, as an open enrollment district, families have the opportunity to select an educational setting that best aligns with their student's learning style and preferences, supporting personalized pathways to academic success.

Through this diverse and flexible programmatic structure, the LEA demonstrates its commitment to providing equitable and engaging educational opportunities tailored to the strengths and needs of every student.

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)

The Local Education Agency (LEA) acknowledges that several barriers may impede its ability to provide all students with access to a broad course of study. One significant challenge stems from the limited availability of credentialed teachers or instructors in certain subject areas, which can restrict the variety of courses offered. Credentialing

requirements, coupled with shortages in qualified staff, often result in constraints that reduce the diversity of elective options available to students.

Furthermore, declining enrollment in specific courses or programs may create budgetary pressures, leading to reductions or even eliminations of certain electives due to limited resources. The level of student interest and demand for particular courses also plays a crucial role in determining which electives can be sustained. When interest in a subject is insufficient, the LEA may encounter difficulties justifying the allocation of resources necessary to maintain those offerings.

In addition, the LEA sometimes prioritizes academic intervention courses to address identified achievement gaps among students. While these interventions are essential for supporting student success, this prioritization can inadvertently limit students' access to a wider range of elective courses.

Addressing these challenges will require collaborative efforts among school administrators, teachers, students, and community educational partners. Through such partnerships, the LEA can explore creative solutions, including alternative credentialing pathways for instructors, innovative scheduling practices, and advocating for equitable resource allocation. These strategies aim to ensure that all students have access to a broad, inclusive, and enriching course of study that supports their diverse interests and academic growth.

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 Local Education Agency (LEA) has outlined several strategic actions to ensure that all students have access to a broad and comprehensive course of study. Central to this effort is conducting thorough research to identify and implement effective differentiation strategies within classrooms. These strategies are designed to address the diverse needs of students, ensuring that every learner experiences engaging and meaningful instruction tailored to their unique abilities and interests.

In addition to differentiation, the LEA places strong emphasis on promoting best teaching practices. Priority will be given to delivering high-quality instruction in core academic subjects, while simultaneously integrating innovative and interdisciplinary approaches to learning. This dual focus guarantees that students not only build a solid foundation in essential content areas but also develop creativity, critical thinking, and problem-solving skills that are vital for success in today's complex world.

Moreover, the LEA remains committed to advocating for equitable resource allocation, ensuring that funding and support are distributed fairly across all schools. This commitment includes maintaining a balanced curriculum that encompasses both rigorous academic core subjects and diverse elective courses. Such a comprehensive approach ensures that students have opportunities to explore a wide range of interests and develop well-rounded skill sets.

By implementing these deliberate actions, the LEA seeks to advance equity, diversity, and educational excellence. Ultimately, these efforts are aimed at preparing all students for success in college, career, and life, fostering an inclusive learning environment where every student can thrive.

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

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

Rating Scale (lowest to highest):

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

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

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Services	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.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					