Local Performance Indicators
Self-Reflection Tool

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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Local Performance Indicator Quick Guide

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

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.

- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).

- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

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

Performance Standards

The performance standards for the local performance indicators are:

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

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

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

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

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

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

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in**

identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   > 1 – Exploration and Research
   >
   > 2 – Beginning Development
   >
   > 3 – Initial Implementation
   >
   > 4 – Full Implementation
   >
   > 5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

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.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
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.	3

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.

   At El Sol Academy, we have created a welcoming and open environment where our families are welcomed and expected to volunteer in the classrooms. Our teachers are expected to meet with families every 6-weeks to share strengths and weaknesses. The teachers share ideas to improve students' academic levels and or refer a student to receive additional academic support. Because of this, parents and staff have strong communication pathways around student success and growth. Additionally,

office staff are trained in best practices to welcome all parents into our school campus. They too are expected to communicate in the parents' home language, as necessary, and provide information they need. We take pride in the open-door policy where parents are welcomed to volunteer in classrooms or for school events. Lastly, a variety of communication tools including automated systems, newsletters, and flyers are made readily available to parents. Our most widely used method of communication is parent square. Families have many opportunities to participate in school sponsored events both off and on campus.

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.

Improving relationships between school staff and families is crucial for creating a positive and supportive educational environment. Continuing to provide social events, parent workshops, parent learning walks, and volunteer opportunities are excellent ways to foster these relationships. Here's how each of these initiatives can contribute to building stronger relationships with parents and teachers.

Social Events: Organizing social events such as back-to-school nights, family picnics, or cultural celebrations allows families and staff to come together in a relaxed and informal setting. These events provide an opportunity for parents, teachers, and other school staff to interact with each other, build trust. It also allows families to feel comfortable approaching school staff with any concerns or questions they may have.

Parent workshops: Hosting workshops specifically designed for parents and caregivers can empower them to support their children's education effectively. Using parent feedback some of those topics will include; strategies for helping with homework, effective communication with teachers, promoting positive behavior at home, or reading strategies.

Parent Learning Walks: Inviting families to visit the classrooms and learn from teachers, learn all the teaching strategies, the state standards and behavior accommodations will allow parents to have a better understanding of the school system. These visits will foster transparency and build trust between parents and families.

Volunteer Opportunities: Encouraging parents to volunteer in various school activities creates a sense of ownership and involvement. Parents can contribute their skills and expertise in areas such as assisting in the library, organizing extra-curricular events, chaperoning field trips, and participating in classroom activities. Having parents volunteer will provide interactions between parents and staff and this can lead to stronger relationships.

Active roles in committees: Encouraging parents to take an active role in school

site council committees, English Language Advisory Committee, Special Education Committee, and the Parent Group Committee. Their engagement in these committees will provide parents the opportunity to help make decisions for the betterment of the students.

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.

Improving relationships between school staff and families is crucial for creating a positive and supportive educational environment. Continuing to provide social events, parent workshops, parent learning walks, and volunteer opportunities are excellent ways to foster these relationships. Here's how each of these initiatives can contribute to building stronger relationships with parents and teachers. Making them feel part of the school community by providing all the information in their home language. Providing additional information for parents to have a clear understanding of what is expected of them. Collaborating with the parents to make feel included is a process that requires trust and is built on a strong communication with the families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

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

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.

   Over the years, we have developed different strategies to partner with parents and create a collaboration to support student learning. El Sol Academy is committed to a focus on the whole child and has developed programs that support students at home and on campus. We have a full-time behavioral aide that works with students on coping strategies in the classroom. In addition, the behavioral aide partners with parents and teachers to provide resources and support. Parents are invited to attend 8-week sessions to learn about the educational system and how to support their children's academic and socio-emotional development. Our school's policy also allows parents to request conferences at any point during the school year. Although teachers and parents meet every 6-weeks, parents can request to meet as needed. Teachers use a variety of ways to communicate with families including phone calls, emails, zoom, and home visits. If a teacher is having a difficult time reaching a family, they reach out to our community liaison for support.

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.

It is important for teachers to continue working on communication with parents to better serve the students. One of the areas of improvement is for teachers to understand the child's whole story and know their background before making assumptions about their students. The teacher needs to have ongoing communication with parents to accomplish this. It has to be done in a structured way that teachers and parents can learn from each other. Providing opportunities for teachers and parents to meet.

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.

   Ongoing communication with parents and teachers can improve building partnerships for student outcomes. The parents that need translation or other accommodations can be communicated to the parent liaison to make sure they are offered to the parents of underrepresented students. The parents should have a safe tool to provide feedback to the school and make changes for parents to feel included in the school.

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

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

   El Sol Academy has a school site council group that provides ongoing feedback to the school. They serve as our guide to support all learners and advocate for all students.

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.

   As a school, we need to continue to collaborate with parents and include them in the school's plan for student achievement. We do recognize that parents wish to engage, but they may not have the skills to do so. On area that we are focusing on is creating a plan to engage families in various activities during the school year. We have created committees that parents can be a part of and engage in to provide support to the school. A staff member was identified

and funded to increase the level of engagement of families. This staff member teachers parent workshops throughout the school 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.

    Throughout the school year, parents have opportunities to provide feedback via surveys. Through work with the community liaison and community lead, underrepresented families are carefully and respectfully sought for specific feedback. Resources and supports are assigned accordingly.

School Climate (LCFF Priority 6)

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

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

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

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

Narrative

We work to cultivate a positive school culture through a school-wide behavior support plan and ensure that all school personnel are trained on our plan. We will begin to explore and use some restorative practices. We also use a tiered behavior system to ensure school safety and run SST meetings for students at risk as a preventative measure. We will add personnel to support the increase of students as needed.

In our effort to reduce the inequities between student group performances and increase achievement for all students, we are implementing Calm Classroom and becoming Trauma Informed Schools. This is an approach to teaching and school culture that understands that our students bring with them their past experiences and aids in the healing process for those that have. One component of this approach is to provide a Social-Emotional Learning intervention course called Calm Classroom. Calm Classroom is a mindfulness-based school-wide social and emotional learning program which is composed of three-minute scripted mindful breathing, stretching, focusing and relaxation techniques. Calm Classroom is a sustainable program based on the simplicity of implementation, quality training, long-term support, and ongoing evidence of positive outcomes. Calm Classroom has a proven track record of empowering students to overcome difficulty learning in school, anxiety, stress, trauma, aggression towards others, while increasing their self-esteem and academic performance. We are in the beginning phases of transitioning to Trauma Informed Schools, and we believe this will have a positive impact on our students

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)

El Sol Science and Arts Academy uses a wide range of data points to track students' access to a broad course of study. Site administrators, teachers and teacher leaders analyze class-based and school wide data to monitor student progress and access across groups. Administrators monitor enrollment in advanced courses such as geometry, algebra, and advanced English and Spanish. Master schedules are reviewed prior to the beginning of every school year and monitored for changes and adjustments throughout the course of each trimester.

Student achievement and progress is monitored using the following data sources:

- STAR Reading and Math Data
- Benchmark Writing Assessments
- Progress Reports and Grades
- English Learner Data (Reclassification and English Learner Progress)
- Amplify mCLASS early literacy diagnostics

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)

El Sol Academy offers a variety of support and resources to students to support access to a broad course of study. Because El Sol is a single site LEA, all offerings are uniform throughout the school site. Using locally designed and universal assessments, students in need of intervention and reengagement services, have access to both in and out of school support. Through a streamlined referral process, students are recommended for additional support every assessment cycle. Classrooms with students who need additional support have access to classified staff. Additionally, students who need strategic language support also have access to staff who offer strategic ELD or SLD. All students participate in learning that provides access to core content with embedded support. All students have access to grade level content, regardless of what subgroup they belong to. This ensures that all students have equitable access to the core curriculum. Lastly, El Sol's VAPA team continues to design a broad scope and sequence that embeds many opportunities for language development and strong vocabulary development for all students.

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)

While all teachers are certified to teach in their respective subject credentialed area, one significant challenge has been the limited number of teachers per grade level in middle school. This impacts the master schedule in that all English teachers must focus on teaching English to all 6th, 7th, and 8th grade students, rather than having a grade level or two focus. Nevertheless, this has not directly impacted student access to a broad course of study but rather challenges us in the intensity and frequency of teacher support and release time.

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)

El Sol Science and Arts Academy will continue to work with teachers and teacher leaders in the implementation of Universal Design for Learning approach. Through this approach, we hope to continue to improve our alignment with the special education team and English Learner support leads to ensure that all subgroups and students succeed. Additionally, the implementation of site based instructional leadership teams will help build teacher capacity and improve the instructional core to a sustainable level of ongoing data driven program improvement.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9) <mark>Not Applicable.</mark>

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:	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
a. Review of required outcome data.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
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.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10) <mark>*Not Applicable*</mark>

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).	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
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).	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
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.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
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.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**

Coordinating Services	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.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**
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.	Not applicable	Not applicable	Not applicable	Not applicable	**Not applicable**