Local Performance Indicator Self-Reflection

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

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

- Annually measure its progress in meeting the requirements of the specific 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 LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are 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 stakeholders 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 stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	2	.004
Total Teacher Misassignments	1	.002
Vacant Teacher Positions	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

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

Recently Adopted Academic Standards and/or Curriculum Frameworks

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					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

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

4. Write a brief response to the prompts following each of the three sections.

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

Building Relationships

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Relationships and Social Emotional Learning (SEL) is a high priority for Davis Joint Unified School District and is directly aligned to Goal 3: Classrooms and school communities will be safe and inclusive environments. DJUSD has developed events and systems in order to create strong relationships and open communication between school staff and the parent community. In addition to Back to School Nights and Open Houses, DJUSD hosts a Parent Engagement Night to invite parent perspective into the key decisions and future work of district leadership. Additionally, each school site holds events specific to their programs and coordinate parent events to support transitions from elementary school to junior high as well as junior high to high school. Staff have increased communication through messaging to include: Superintendent's bi-weekly Constant Contact email, social media, our DJUSD website, and personalized contacts from Principals. Additionally, our Spanish Speaking Partnership Network has increased proactive outreach. An area of success is in the hiring and utilization of a liaison for homeless and foster students. In partnership with our site counselors this has increased our ability to form relationships and meet student needs.

We observe a lower level of engagement with our unduplicated families and intend to focus on increasing in-person communication and face-to-face time with these students and families by home visits and case management. Our 2021-24 LCAP plan includes hiring a liaison and coordinator for interpretation services in order to increase and improve engagement of underrepresented families.

Building Partnerships for Student Outcomes

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

Building Partnerships	1	2	3	4	5
1. 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		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
3. 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		
4. 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	

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

DJUSD strengths include our site English Learner Advisory Committees, Youth Truth Family Survey, the role of a Homeless/Foster Liaison. Community and staff benefit from the relationships established by the Climate Office, English Learner Specialists, and paraeducators who have strong relationships with families. Progress made includes the establishment of a Spanish Speaking Partnership Network that includes staff and leadership. This Network has been instrumental in contacting families, understanding needs, helping to network for wrap around services, and informing district systems. Additionally, our Ethnic Studies Task Force has solidified relationships with community partners interested in improving the experience of our BIPOC (Black Indigenous Persons of Color) students in Davis schools. This year has also been successful in establishing a Parent Advisory Committee of the Native American Education and Title VI Program. An area of need in partnership is in building relationships and capacity for families that are English Learners and speak a language other than Spanish. Additionally, we have begun initial outreach to families living in poverty through their community leaders.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
1. 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.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. 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	
4. 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		

Dashboard Narrative Box (Limited to 3,000 characters)
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

As noted above, our partnership with families as a result of the Spanish Speaking Partnership Network and our EL Specialists is a point of success and progress. This is also true of our parents as a result of the Parent Advisory Committee of the Native American Education and Title VI Program. A focus area for improvement will be in working with a larger network of families as we note a reliance on the same leadership voices within the English Learner Parent Advisory and Native American group. We would also benefit from higher participation in our surveys and believe proactive outreach will increase that engagement.

School Climate (LCFF Priority 6)

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

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

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

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

DJUSD annually conducts the Youth Truth (YT) Survey for all students in grades 3 through 12, and conducts the California Healthy Kids Survey Bi-annually in odd years for grades 5, 7, 9 and 11. In February 2021, 6,671 students in grades 3-12 from 13 schools (Fairfield has only K-2 students) responded to the Youth Truth Survey. The measures of connectedness falls under Relationships; safety comes under Belonging, which includes questions on bullying, and Culture (for discipline. Other indicators include perceptions of engagement, social and emotional health, and, for secondary students, college and career readiness.   Parents/guardians are also surveyed.

Key learnings from the 2021 YT survey include reflections on the current COVID/Distance Learning context, but also demonstrate consistency from prior years' data. In the area of connectedness (Relationships with teachers) an average 50% of DJUSD high school students agree with statements characterizing teacher connectedness (They give extra help if needed; Are fair; I can get a good grade if I try; Teachers care if I'm really learning). This is the same as last year, which has been increasing from a 2016 average of 46%. For safety, the measures of Belonging (I feel part of school community; I can be myself; Most students are friendly to me) have all dropped this year, to 39%, 56%, and 74% respectively, while agreement with the Culture indicator (Discipline in this school is fair) has risen to 53% from the previous year's high of 50%. For Junior High students, these Connectedness measures rose noticeably from last year for Extra help, Fair, Grade, and Really learning to 78%, 81%, 88%, and 64% agreement respectively, at or above any previous level. For Junior High feelings of Safety, the Belonging measures of Part of community, Be myself and Most are friendly have 48%, 63% and 77% agreement. For Jr High students, the Culture indication (Discipline is fair) rose to 61%, its highest point since 2016 (52%). Also in safety, the percentage of junior and senior high students who report being bullied is 8% and 6%, both about half the 2019 rates. The percentage of elementary students who report being bullied is 13%, less than half of last year's rate, likely due to Distance Learning.

Data from Youth Truth is disaggregated by student groups that include: gender, race/ethnicity, sexual orientation, language learner status, self-reported grades and homeless and foster status. Significant differences from the overall average scores show up consistently for students who identify as other than male or female, as gay or bisexual, and for those who are homeless. Self-identified race/ethnicity also defines experiences that differ notably from the District average for some indicators. For Connectedness, for example, while 70% of senior high students perceive their teachers trying to be fair, only 42% of African American students agree with this statement. Sixty-four percent of junior high students who identify as non-binary agree with the same statement, compared with 80% of their peers.

As for Safety as shown by Belonging indicators, there are notable differences among junior high students of different race/ethnicities, with lower agreement from multiracial students and greater agreement from students who identify as Black/African American and Hispanic/Latino, although not among these same groups in high school. Agreement with the statement "Discipline at my school is fair", while 61% and 53% for Jr and Sr High students, is at 40% and 42% for Black or African American students, and 33% for Sr High students experiencing homelessness. Reported bullying rates, which average 8% in Jr High, are above 20% for students who are gay or lesbian (21%), homeless (22%), gender non-binary (28%) or receiving mostly D's or below (29%).

To address the disparate experiences of students in the groups, DJUSD will continue to pursue a multi-faceted approach to school climate. DJUSD will implement Ethnic Studies programming, including our Student Ethnic Studies group in the development. We believe student representation in curriculum, valuing diverse histories, etc. will positively impact relevance to school, peer-to-peer and student-to-staff relationships. In efforts to meet those same goals, DJUSD plans to implement a district-wide investigation and action research in grading for equity as well as performance tasks. We expect these structural changes to shift students' sense of fairness and quality of education. We will also sustain or increase our support for a variety of group-specific services such as matching funds for the Native American Education and Title VI program, support for the Black Student Unions, as well as additional mental health supports for negatively impacted groups such as homeless and foster students. Lastly, we will invest in expanded training in Restorative Practices with a particular anti-oppression lens, which emphasize the building and sustaining of relationships as foundational to community and learning. We expect these moves to improve student experiences, academic achievement, and lifetime opportunities.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

DJUSD uses a data set locally designed and referred to as our Course Access Tool. This tool identifies the total enrollment of students by grade level and enrollment in core content courses, Career Technical Education, World Language and Visual and Performing Arts. Additionally, it disaggregates that data for unduplicated students and students with disabilities.

Using this tool, staff had identified that, as a full inclusion district, 96% of students are enrolled in core classes throughout secondary school, demonstrating access to a broad course of study. Exceptions are made for students who are in full inclusion classes; an example may be that while learning English and literacy skills they are not enrolled in a course while working toward a certificate (in lieu of English course for graduation). Staff also notes that 9th graders with an IEP are being counseled to take Science (Biology or other) in 10th grade.

To more closely investigate course access, we evaluated students progress through enrollment in Career Technical Education which remains remarkably stable throughout the secondary grades. We also see 33% of students are enrolled in CTE coursework as Seniors. Notable is that 32% of our 12th grade unduplicated students and 32% of our Special Education students are also enrolled in CTE. This is evidence of access to CTE coursework for all student groups.

However, when we analyze World Language we see more complexity. In 10th grade, 77% of students participate in World Language with near parity with 70% of our unduplicated students. Our Special Education students, however, participate at a rate of 24% in 10th grade. These enrollment rates arch downward as students promote, most likely a result of meeting a-g requirements.

One of the barriers identified was in the schedule limitations. While our students have access to most classes, they do not necessarily have room in their schedule to maintain enrollment in electives, languages, or arts. We also know that one barrier to accelerated courses, like AP and Honors coursework, is in grade assigned as a prerequisite. Additionally, we note that our counselors see a disproportionate amount of students with Special Education needs or English Learners taking courses that are not A-G eligible.

Our plan for addressing these barriers is to review Secondary Schedules looking for models that increase access and choices for students. The other component of this plan is to engage in professional development and exploration of grading practices.

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.					