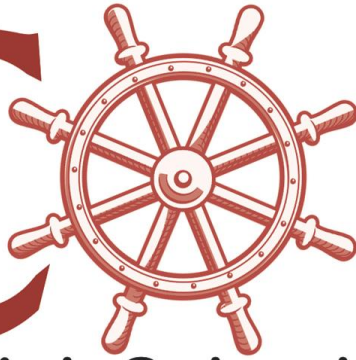# ENCORE
Junior & Senior High School for the Arts

2024-25 Local Performance Indicator Self-Reflection

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

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

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

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	38	22	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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
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				4		
Health Education Content Standards				4		
Physical Education Model Content Standards				4		
Visual and Performing Arts					5	
World Language				4		

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			3		
Identifying the professional learning needs of individual teachers			3		
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.**

> It's crucial to transparently communicate that our school is currently undergoing a reimagination phase. This phase necessitates a deliberate and careful approach to implementing the state standards due to the unique challenges our school is facing. While progress may be slower than desired, it's imperative to assure stakeholders that steps are being taken to move forward effectively.
> Firstly, we have recently made a significant investment in purchasing curriculum materials that are aligned with the state standards. This step demonstrates our commitment to ensuring that students receive instruction that is in line with academic expectations set by the state. However, we acknowledge that simply acquiring the curriculum is not sufficient; teachers need adequate time and support to familiarize themselves with it and integrate it into their instructional practices. The adoption of our new curriculum, carefully aligned with state standards, has provided our educators with robust resources to deliver high-quality instruction. Teachers have been empowered to engage

students in meaningful learning experiences that are both rigorous and relevant. As a result, we have observed notable growth in student achievement in subjects such as mathematics, language arts, science, and social studies. Furthermore, our commitment to data chats and goal setting has enabled us to identify areas of strength and areas in need of improvement with precision. Through collaborative discussions and targeted goal-setting sessions, teachers and students alike have been able to set clear objectives and track progress over time. This data-driven approach has proven invaluable in guiding instructional decisions and interventions tailored to meet the diverse needs of our student population.

In addition to academic success, we are proud to highlight the accomplishments of our CTE teachers in providing students with a clear course path toward graduation and career readiness. Through comprehensive CTE programs, our students have gained valuable skills and experiences that prepare them for success in the workforce and beyond. Whether pursuing college or career opportunities, our students graduate equipped with the knowledge and skills needed to thrive in today's ever-evolving world.

Given the constraints of limited resources for professional development, we have yet to be able to fully implement teacher training and evaluations as desired. This is a reality we are actively working to address. We understand the importance of providing educators with ongoing opportunities for growth and development, and we are exploring alternative strategies to provide support within our means. This includes a recent partnership with Thrive, a company that assists with coaching, strategic planning, and program evaluations. We believe that with their support and guidance from our school leader, we will be able to provide the necessary support.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

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

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

Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
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.

> Encore has made significant strides in developing trusting and respectful relationships with families. Through targeted efforts, administrators, teachers, and classified staff have embraced practices that prioritize collaboration and partnership with families. Our community has responded positively, with a rating of 4 indicating substantial progress in creating welcoming environments for all families. Additionally, our commitment to fostering 2-way communication has been exemplary, earning a rating of 5. These achievements reflect our dedication to building strong connections between school staff and families.

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.

> While our Encore has demonstrated notable progress in several areas, there remains room for growth in supporting staff to understand each family's strengths, cultures, languages, and goals for their children. There are still some ghosts in the room when it comes to the interactions between the school and families, based on families' previous encounters with the school.Though rated a 3, indicating some progress, we recognize the importance of deepening our efforts in this area to better serve the diverse needs of our community. Strengthening our capacity to authentically engage with families and honor their unique backgrounds is a priority here at Encore for enhancing our relationship-building efforts, and the importance of diversity.

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.

> Encore is committed to improving the engagement of underrepresented families in our community. Through targeted outreach efforts, culturally responsive practices, and language-accessible communication strategies, we will work to ensure that all families feel valued, heard, and included in the educational process. By leveraging community resources, providing additional support where needed, and fostering inclusive environments, we aim to bridge any existing gaps and cultivate meaningful partnerships with every family we serve.

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.	3

Practices	Rating Scale Number
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	2
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.	2

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.

Encore has demonstrated a commitment to building partnerships for student outcomes, as indicated by its progress in several key areas. While rated a 3, signifying beginning development, Encore has shown efforts in providing professional learning and support to teachers and principals to enhance their capacity to partner with families. Additionally, although rated a 2, progress has been made in providing families with information and resources to support student learning at home. We have developed a parent engagement center on campus that is currently being used by our ELL department. We are in the planning stages to develop this resource for our families to include various classes that will help with challenges here at school and beyond. Examples of these classes include immigration advocacy, nutrition, finance, understanding attendance/academic reporting, and physical/mental wellness awareness. These initial steps reflect our dedication to fostering collaboration between schools and families to promote student success. The family engagement center will also house a pantry and a closing rack to support families in need.

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.

Despite some progress, there are notable areas where Encore can enhance its efforts in building partnerships for student outcomes. Although we encourage our teachers to communicate with families as much as possible, we need to focus on implementing more intentional policies and platforms for teachers to meet with families and students to discuss student progress and ways to work together effectively. Similarly, supporting families to understand and exercise their legal rights and advocate for their students requires further development. Strengthening these areas will contribute to more robust partnerships and improved student outcomes. The school administration also meets with families whose students are chronically absent to work on a plan to improve student attendance and academic outcomes.

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.

Encore recognizes the importance of improving the engagement of underrepresented families in building partnerships for student outcomes. To achieve this, we will continue to prioritize culturally responsive practices, targeted outreach efforts, and increased accessibility of information and resources. The ELAC parent group meets regularly to discuss important issues around multilingual learners. The School Site Council, where families have full voting rights in the decision-making process is also fully functional at Encore. By actively involving underrepresented families in decision-making processes, providing tailored support, and fostering a welcoming and inclusive environment, we aim to empower all families to advocate for their students and contribute to positive student outcomes.

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Encore has demonstrated significant strengths and progress in seeking input for decision-making, as evidenced by ratings of 4 across all key areas. We effectively built the capacity of our staff to engage families in advisory groups and decision-making processes. Additionally, family members have been empowered and supported to actively participate in advisory groups and decision-making, reflecting a collaborative approach to governance within the school community. Furthermore, Encore has provided ample opportunities for all families to provide input on policies and programs, with strategies in place to reach and seek input from underrepresented groups. These include School Site Council, Breakfast with the Principal, ELAC, and monthly parent volunteer meetings. Encore has effectively fostered collaboration among families, teachers, principals, and district administrators in planning, designing, implementing, and evaluating family engagement activities. We are constantly evaluating our practices and looking to improve our inclusive decision-making processes that honor the voices and perspectives of all education partners.

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.

While Encore has made significant progress in seeking input for decision-making, some areas warrant further attention. One focus area for improvement could be enhancing the depth of opportunities for underrepresented families to participate in advisory groups and decision-making processes. With the changing demographics of our school, we have noticed that some of our students feel somewhat disconnected from our school. We are concerned that this is the feeling of their families as well. The underrepresentation of our new demographic at school functions and parent engagement platforms evidences this. Encore is committed to exploring ways to ensure that input from underrepresented groups is effectively incorporated into decision-making processes, thus promoting equity and inclusion in governance practices.

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.

To improve the engagement of underrepresented families in seeking input for decision-making, Encore will employ targeted outreach efforts, culturally responsive practices, and increased accessibility of engagement opportunities. In addition to providing translation services, Encore plans to offer alternative formats for participation and create welcoming environments that honor diverse perspectives. Additionally, we will actively seek feedback from underrepresented families to identify barriers to engagement and implement strategies to address them effectively. Encore aims to promote equity, inclusion and shared ownership of educational outcomes by fostering meaningful partnerships with underrepresented families and valuing their contributions to decision-making processes.

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.

The local climate survey data for Encore Jr./Sr. High School for the Performing and Visual Arts, based on the California Healthy Kids Survey (CHKS), provides a comprehensive analysis of various school climate indicators, disaggregated by grade levels and some student groups.

Summary of Key Indicators grades 7-8

School Engagement and Supports:

School Connectedness: 44% of 7th graders and 51% of 8th graders felt connected to the school.

Academic Motivation: 59% of 7th graders and 64% of 8th graders reported high academic motivation.

Caring Adult Relationships: Reported by 57% of 7th graders and 67% of 8th graders.

High Expectations from Adults: 69% of 7th graders and 81% of 8th graders felt that adults at school had high expectations of them.

Meaningful Participation: Notably lower, with 28% of 7th graders and 23% of 8th graders feeling they participate meaningfully.

Parental Involvement Promotion: 44% of 7th graders and 45% of 8th graders felt the school promote parental involvement .

School Safety and Cyberbullying:

Perceived Safety: 38% of 7th graders and 37% of 8th graders felt very safe or safe at school.

Harassment or Bullying: Experienced by 43% of 7th graders and 47% of 8th graders.

Cyberbullying: Reported by 31% of 7th graders and 38% of 8th graders.

Physical Fights: 20% of 7th graders and 14% of 8th graders reported being in a physical fight .

Substance Use:

Current Alcohol or Drug Use: 6% of 7th graders.

Current Marijuana Use: 5% of 7th graders.

Current Vaping: 5% of 7th graders reported vaping .

Routines:

Eating Breakfast: 54% of 7th graders and 46% of 8th graders ate breakfast regularly.

Late Bedtime: 19% of 7th graders and 24% of 8th graders went to bed at 12 am or later .

A separate survey included students from grades 9 through 12, with varying response rates: 52% for 9th grade, 54% for 10th grade, 59% for 11th grade, and 24% for 12th grade??.

Key Indicators

The survey assessed multiple domains including:

School Engagement and Supports:

School Connectedness: Percentage of students feeling connected to the school environment.

Academic Motivation: Level of student motivation to perform academically.

Caring Adult Relationships: Presence of supportive adult figures in the school.

High Expectations: Perceived high expectations from adults in the school.

Meaningful Participation: Opportunities for students to engage meaningfully in school activities.

School Safety and Cyberbullying:

Perceived Safety: Students' perception of safety at school.

Harassment and Bullying: Incidence of harassment and bullying, including cyberbullying.

Social and Emotional Health:

Emotional Distress: Levels of emotional distress among students.

Life Satisfaction: Overall life satisfaction, including satisfaction with family, friends, and self.

Disaggregated Data

The data is broken down by gender and grade levels, highlighting differences in experiences and perceptions:

Social Emotional Distress by Gender:

Females in higher grades reported higher levels of social emotional distress and lower levels of life satisfaction compared to males??.

School Engagement and Supports by Gender:

Males generally reported higher academic motivation and school connectedness than females??.

Subset of Specific Items

Some specific items of interest include:

Experiences of Bullying and Victimization: Detailed questions about types and frequency of bullying.

Perceived Safety and Cleanliness: Student perceptions of school cleanliness and safety.

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.

Identified Needs 7-8 :
School Connectedness: There is a need to improve students' sense of belonging, especially for 7th graders, where only 44% feel connected to the school.
Meaningful Participation: The low percentages of students feeling they participate meaningfully (28% for 7th grade and 23% for 8th grade) indicate a need for more student engagement opportunities.
Safety and Bullying: With significant numbers of students reporting bullying (43% of 7th graders and 47% of 8th graders) and cyberbullying (31% and 38% respectively), there is a critical need for enhanced anti-bullying measures and cyber safety education.
Substance Use: Even though the percentages are relatively low, the presence of substance use (alcohol, marijuana, vaping) among 7th graders suggests a need for early intervention programs .
Areas of Strength:
High Expectations and Adult Support: A majority of students feel that adults in the school have high expectations (69% of 7th graders and 81% of 8th graders) and provide caring relationships (57% and 67% respectively).
Academic Motivation: More than half of the students in 7th and 8th grades reported high academic motivation (59% and 64% respectively) .
For grades 9-12
Key Learnings
Disparities in Emotional Well-being:
Higher levels of emotional distress and lower life satisfaction among female students, particularly in higher grades.
Significant number of students reporting experiences of bullying and harassment.
Strengths:
High levels of perceived caring adult relationships and high expectations from adults in school.
Strong academic motivation reported by a majority of students, particularly in higher grades.
Needs:
Enhanced support for female students to address emotional distress and improve life satisfaction.
Improved safety measures and anti-bullying programs to reduce harassment and victimization.

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.

Changes to Plans, Policies, and Procedures:
Addressing Identified Needs:
Enhancing School Connectedness:
Programs for New Students: Implement orientation and mentoring programs for new students to help them integrate better.
Extra-Curricular Activities: Increase the variety and number of extra-curricular activities to help students find groups and activities they connect with.
Increasing Meaningful Participation:
Student Councils and Clubs: Establish or strengthen student councils and clubs to give students more voice and responsibility in school activities.
Project-Based Learning: Introduce more project-based learning opportunities where students can collaborate and take active roles in their education.
Improving Safety and Reducing Bullying:
Anti-Bullying Campaigns: Launch comprehensive anti-bullying campaigns, including awareness programs, workshops, and clear reporting mechanisms.
Cyber Safety Education: Integrate cyber safety education into the curriculum to address issues related to cyberbullying.
Substance Use Prevention:
Early Intervention Programs: Introduce programs aimed at early intervention and education on the dangers of substance use.
Counseling Services: Provide accessible counseling services for students struggling with substance use issues.
Revisions and Actions for 9-12
Based on the identified needs and strengths, the following changes are proposed:
Mental Health Support:
Implement targeted mental health programs and counseling services, especially focusing on female students and higher grades.
Regular workshops and support groups to address emotional well-being.
Anti-Bullying Initiatives:
Strengthen anti-bullying policies and introduce comprehensive bullying prevention programs.
Increase awareness and training for students and staff on recognizing and addressing bullying.
Engagement and Participation:
Create more opportunities for meaningful student participation in school activities.
Encourage student-led initiatives and feedback mechanisms to foster a more inclusive school environment.
Safety and Cleanliness:
Improve the physical environment of the school to ensure it is clean and safe.
Conduct regular safety audits and implement necessary improvements based on student feedback.
Continuous Improvement:
Regular Surveys and Feedback: Conduct regular climate surveys and gather student feedback to monitor the effectiveness of implemented changes and make necessary adjustments.
Professional Development: Offer professional development for teachers and staff on topics related to student engagement, safety, and well-being.

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 counselors develop a master schedule that provides access to a broad course of study for all students. Encore offers an English Language Development class that counts for an English Learner's English 1 or English 2 class. An EL Skills elective class is offered and required to be taken by both high school and junior high students identified as English Learners. Encore also offers Str. Skills elective classes that are offered to all high school and junior high students with an IEP. Encore also offers a variety of core classes, CTE classes, electives, dual enrollment college courses, Advanced Placement, Honors, and A-G classes. Encore uses a variety of tools to track student access and enrollment in a broad course of study. These tools include:

1. Aeries which tracks enrollment data across grade spans, unduplicated student groups, and individuals with exceptional needs
2. Course Enrollment Reports which provides data on the variety of courses students are enrolled in

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)

Students are assigned their counselor by grade level, English Learner identification, 504 identification, and whether they are taking Advanced Placement/Honors courses. Counselors review students' transcripts on a semester basis and meet with students individually. Course schedules are reviewed prior to the start of school.

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)

Several barriers have been identified that prevent equitable access to a broad course of study for all students:
1. Teacher Availability: Shortage of qualified teachers for certain subjects, particularly in advanced and elective courses.
2. Scheduling Constraints: Conflicts in scheduling, especially for students with additional support needs, limit their ability to enroll in diverse courses.
3. Awareness and Outreach: Lack of awareness among students and parents about available courses and the benefits of enrolling in a broad course of study.

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)

In response to the identified barriers, Encore plans to implement the following actions:

1. Resource Reallocation: Strategically allocate resources to ensure all school sites can offer a variety of courses, with a focus on underserved areas.
2. Professional Development: Increase professional development opportunities to train more teachers in specialized and advanced subjects.
3. Flexible Scheduling: Develop more flexible scheduling options to accommodate the needs of students with exceptional needs and those requiring support services.
4. Enhanced Outreach: Implement targeted outreach programs to inform students and parents about available courses and encourage enrollment in a broad range of studies.
5. Monitoring and Adjustment: Establish a continuous monitoring system to track progress and make adjustments as needed to ensure all students have equitable access to a broad course of study.

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.					

Local Performance Indicator Quick Guide

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.

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)

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/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress in 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 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/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.

Local Indicator 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)

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					5
History-Social Science					5

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

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

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

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
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
Career Technical Education				4	
Physical Education Model Content Standards		2			
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

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
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.**

It's crucial to transparently communicate that our school is currently undergoing a reimagination phase. This phase necessitates a deliberate and careful approach to implementing the state standards due to the unique challenges our school is facing. While progress may be slower than desired, it's imperative to assure stakeholders that steps are being taken to move forward effectively.

Firstly, we have recently made a significant investment in purchasing curriculum materials that are aligned with the state standards. This step demonstrates our commitment to ensuring that students receive instruction that is in line with academic expectations set by the state. However, we acknowledge that simply acquiring the curriculum is not sufficient; teachers need adequate time and support to familiarize themselves with it and integrate it into their instructional practices. The adoption of our new curriculum, carefully aligned with state standards, has provided our educators with robust resources to deliver high-quality instruction. Teachers have been empowered to engage students in meaningful learning experiences that are both rigorous and relevant. As a result, we have observed notable growth in student achievement in subjects such as mathematics, language arts, science, and social studies.

Furthermore, our commitment to data chats and goal setting has enabled us to identify areas of strength and areas in need of improvement with precision. Through collaborative discussions and targeted goal-setting sessions, teachers and students alike have been able to set clear objectives and track progress over time. This data-driven approach has proven invaluable in guiding instructional decisions and interventions tailored to meet the diverse needs of our student population.

In addition to academic success, we are proud to highlight the accomplishments of our CTE teachers in providing students with a clear course path toward graduation and career readiness. Through comprehensive CTE programs, our students have gained valuable skills

and experiences that prepare them for success in the workforce and beyond. Whether pursuing college or career opportunities, our students graduate equipped with the knowledge and skills needed to thrive in today's ever-evolving world.

Given the constraints of limited resources for professional development, we have yet to be able to fully implement teacher training and evaluations as desired. This is a reality we are actively working to address. We understand the importance of providing educators with ongoing opportunities for growth and development, and we are exploring alternative strategies to provide support within our means. This includes a recent partnership with Thrive, a company that assists with coaching, strategic planning, and program evaluations. We believe that with their support and guidance from our school leader, we will be able to provide the necessary support.

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 before 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 the 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 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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
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.

   Encore has made significant strides in developing trusting and respectful relationships with families. Through targeted efforts, administrators, teachers, and classified staff have embraced practices that prioritize collaboration and partnership with families. Our community has responded positively, with a rating of 4 indicating substantial progress in creating welcoming environments for all families. Additionally, our commitment to fostering 2-way communication

has been exemplary, earning a rating of 5. These achievements reflect our dedication to building strong connections between school staff and families.

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.

While our Encore has demonstrated notable progress in several areas, there remains room for growth in supporting staff to understand each family's strengths, cultures, languages, and goals for their children. There are still some ghosts in the room when it comes to the interactions between the school and families, based on families' previous encounters with the school.Though rated a 3, indicating some progress, we recognize the importance of deepening our efforts in this area to better serve the diverse needs of our community. Strengthening our capacity to authentically engage with families and honor their unique backgrounds is a priority here at Encore for enhancing our relationship-building efforts, and the importance of diversity.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve the engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Encore is committed to improving the engagement of underrepresented families in our community. Through targeted outreach efforts, culturally responsive practices, and language-accessible communication strategies, we will work to ensure that all families feel valued, heard, and included in the educational process. By leveraging community resources, providing additional support where needed, and fostering inclusive environments, we aim to bridge any existing gaps and cultivate meaningful partnerships with every family we serve.

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.	2
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.	2

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.

Encore has demonstrated a commitment to building partnerships for student outcomes, as indicated by its progress in several key areas. While rated a 3, signifying beginning development, Encore has shown efforts in providing professional learning and support to teachers and principals to enhance their capacity to partner with families. Additionally, although rated a 2, progress has been made in providing families with information and resources to support student learning at home. We have developed a parent engagement center on campus that is currently being used by our ELL department. We are in the planning stages to develop this resource for our families to include various classes that will help with challenges here at school and beyond. Examples of these classes include immigration advocacy, nutrition, finance, understanding attendance/academic reporting, and physical/mental wellness awareness. These initial steps reflect our dedication to fostering collaboration between schools and families to promote student success. The family engagement center will also house a pantry and a closing rack to support families in need.

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.

Despite some progress, there are notable areas where Encore can enhance its efforts in building partnerships for student outcomes. Although we encourage our teachers to communicate with families as much as possible, we need to focus on implementing more intentional policies and platforms for teachers to meet with families and students to discuss student progress and ways to work together effectively. Similarly, supporting families to understand and exercise their legal rights and advocate for their students requires further development. Strengthening these areas will contribute to more robust partnerships and improved student outcomes. The school administration also meets with families whose students are chronically absent to work on a plan to improve student attendance and academic outcomes.

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.

Encore recognizes the importance of improving the engagement of underrepresented families in building partnerships for student outcomes. To achieve this, we will continue to prioritize culturally responsive practices, targeted outreach efforts, and increased accessibility of information and resources. The ELAC parent group meets regularly to discuss important issues around multilingual learners. The School Site Council, where families have full voting rights in the decision-making process is also fully functional at Encore. By actively involving underrepresented families in decision-making processes, providing tailored support, and fostering a welcoming and inclusive environment, we aim to empower all families to advocate for their students and contribute to positive student outcomes.

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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Encore has demonstrated significant strengths and progress in seeking input for decision-making, as evidenced by ratings of 4 across all key areas. We effectively built the capacity of our staff to engage families in advisory groups and decision-making processes. Additionally, family members have been empowered and supported to actively participate in advisory groups and decision-making, reflecting a collaborative approach to governance within the school community. Furthermore, Encore has provided ample opportunities for all families to provide input on policies and programs, with strategies in place to reach and seek input from underrepresented groups. These include School Site Council, Breakfast with the Principal, ELAC, and monthly parent volunteer meetings. Encore has effectively fostered collaboration among families, teachers, principals, and district administrators in planning, designing, implementing, and evaluating family engagement activities. We are constantly

evaluating our practices and looking to improve our inclusive decision-making processes that honor the voices and perspectives of all education partners.

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.

While Encore has made significant progress in seeking input for decision-making, some areas warrant further attention. One focus area for improvement could be enhancing the depth of opportunities for underrepresented families to participate in advisory groups and decision-making processes. With the changing demographics of our school, we have noticed that some of our students feel somewhat disconnected from our school. We are concerned that this is the feeling of their families as well. The underrepresentation of our new demographic at school functions and parent engagement platforms evidences this. Encore is committed to exploring ways to ensure that input from underrepresented groups is effectively incorporated into decision-making processes, thus promoting equity and inclusion in governance practices.

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.

To improve the engagement of underrepresented families in seeking input for decision-making, Encore will employ targeted outreach efforts, culturally responsive practices, and increased accessibility of engagement opportunities. In addition to providing translation services, Encore plans to offer alternative formats for participation and create welcoming environments that honor diverse perspectives. Additionally, we will actively seek feedback from underrepresented families to identify barriers to engagement and implement strategies to address them effectively. Encore aims to promote equity, inclusion and shared ownership of educational outcomes by fostering meaningful partnerships with underrepresented families and valuing their contributions to decision-making processes.

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.

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.

The local climate survey data for Encore Jr./Sr. High School for the Performing and Visual Arts, based on the California Healthy Kids Survey (CHKS), provides a comprehensive analysis of various school climate indicators, disaggregated by grade levels and some student groups.

Summary of Key Indicators grades 7-8

1. **School Engagement and Supports:**

- ○ **School Connectedness:** 44% of 7th graders and 51% of 8th graders felt connected to the school.
- ○ **Academic Motivation:** 59% of 7th graders and 64% of 8th graders reported high academic motivation.
- ○ **Caring Adult Relationships:** Reported by 57% of 7th graders and 67% of 8th graders.
- ○ **High Expectations from Adults:** 69% of 7th graders and 81% of 8th graders felt that adults at school had high expectations of them.
- ○ **Meaningful Participation:** Notably lower, with 28% of 7th graders and 23% of 8th graders feeling they participate meaningfully.
- ○ **Parental Involvement Promotion:** 44% of 7th graders and 45% of 8th graders felt the school promote parental involvement .

2. **School Safety and Cyberbullying:**
   - ○ **Perceived Safety:** 38% of 7th graders and 37% of 8th graders felt very safe or safe at school.
   - ○ **Harassment or Bullying:** Experienced by 43% of 7th graders and 47% of 8th graders.
   - ○ **Cyberbullying:** Reported by 31% of 7th graders and 38% of 8th graders.
   - ○ **Physical Fights:** 20% of 7th graders and 14% of 8th graders reported being in a physical fight .

3. **Substance Use:**
   - ○ **Current Alcohol or Drug Use:** 6% of 7th graders.
   - ○ **Current Marijuana Use:** 5% of 7th graders.
   - ○ **Current Vaping:** 5% of 7th graders reported vaping .

4. **Routines:**
   - ○ **Eating Breakfast:** 54% of 7th graders and 46% of 8th graders ate breakfast regularly.
   - ○ **Late Bedtime:** 19% of 7th graders and 24% of 8th graders went to bed at 12 am or later .

A separate survey included students from **grades 9 through 12,** with varying response rates: 52% for 9th grade, 54% for 10th grade, 59% for 11th grade, and 24% for 12th grade.

Key Indicators

The survey assessed multiple domains including:

1. **School Engagement and Supports**:
   - ○ **School Connectedness**: Percentage of students feeling connected to the school environment.
   - ○ **Academic Motivation**: Level of student motivation to perform academically.
   - ○ **Caring Adult Relationships**: Presence of supportive adult figures in the school.
   - ○ **High Expectations**: Perceived high expectations from adults in the school.
   - ○ **Meaningful Participation**: Opportunities for students to engage meaningfully in school activities.

2. **School Safety and Cyberbullying**:
    ○ **Perceived Safety**: Students' perception of safety at school.
    ○ **Harassment and Bullying**: Incidence of harassment and bullying, including cyberbullying.
3. **Social and Emotional Health**:
    ○ **Emotional Distress**: Levels of emotional distress among students.
    ○ **Life Satisfaction**: Overall life satisfaction, including satisfaction with family, friends, and self.

Disaggregated Data

The data is broken down by gender and grade levels, highlighting differences in experiences and perceptions:

● **Social Emotional Distress by Gender**:
    ○ Females in higher grades reported higher levels of social emotional distress and lower levels of life satisfaction compared to males.
● **School Engagement and Supports by Gender**:
    ○ Males generally reported higher academic motivation and school connectedness than females.

Subset of Specific Items

Some specific items of interest include:

● **Experiences of Bullying and Victimization**: Detailed questions about types and frequency of bullying.
● **Perceived Safety and Cleanliness**: Student perceptions of school cleanliness and safety.

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.

Identified Needs 7-8 :

1. **School Connectedness:** There is a need to improve students' sense of belonging, especially for 7th graders, where only 44% feel connected to the school.
2. **Meaningful Participation:** The low percentages of students feeling they participate meaningfully (28% for 7th grade and 23% for 8th grade) indicate a need for more student engagement opportunities.
3. **Safety and Bullying:** With significant numbers of students reporting bullying (43% of 7th graders and 47% of 8th graders) and cyberbullying (31% and 38% respectively), there is a critical need for enhanced anti-bullying measures and cyber safety education.
4. **Substance Use:** Even though the percentages are relatively low, the presence of substance use (alcohol, marijuana, vaping) among 7th graders suggests a need

for early intervention programs .

Areas of Strength:

1. **High Expectations and Adult Support:** A majority of students feel that adults in the school have high expectations (69% of 7th graders and 81% of 8th graders) and provide caring relationships (57% and 67% respectively).
2. **Academic Motivation:** More than half of the students in 7th and 8th grades reported high academic motivation (59% and 64% respectively) .

For grades 9-12

Key Learnings

1. **Disparities in Emotional Well-being**:
   ○ Higher levels of emotional distress and lower life satisfaction among female students, particularly in higher grades.
   ○ Significant number of students reporting experiences of bullying and harassment.
2. **Strengths**:
   ○ High levels of perceived caring adult relationships and high expectations from adults in school.
   ○ Strong academic motivation reported by a majority of students, particularly in higher grades.
3. **Needs**:
   ○ Enhanced support for female students to address emotional distress and improve life satisfaction.
   ○ Improved safety measures and anti-bullying programs to reduce harassment and victimization.

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.

Changes to Plans, Policies, and Procedures:

Addressing Identified Needs:

1. **Enhancing School Connectedness:**
   ○ **Programs for New Students:** Implement orientation and mentoring programs for new students to help them integrate better.
   ○ **Extra-Curricular Activities:** Increase the variety and number of extra-curricular activities to help students find groups and activities they connect with.
2. **Increasing Meaningful Participation:**
   ○ **Student Councils and Clubs:** Establish or strengthen student councils

and clubs to give students more voice and responsibility in school activities.
- ○ **Project-Based Learning:** Introduce more project-based learning opportunities where students can collaborate and take active roles in their education.
3. **Improving Safety and Reducing Bullying:**
   - ○ **Anti-Bullying Campaigns:** Launch comprehensive anti-bullying campaigns, including awareness programs, workshops, and clear reporting mechanisms.
   - ○ **Cyber Safety Education:** Integrate cyber safety education into the curriculum to address issues related to cyberbullying.
4. **Substance Use Prevention:**
   - ○ **Early Intervention Programs:** Introduce programs aimed at early intervention and education on the dangers of substance use.
   - ○ **Counseling Services:** Provide accessible counseling services for students struggling with substance use issues.

Revisions and Actions for 9-12

Based on the identified needs and strengths, the following changes are proposed:

1. **Mental Health Support**:
   - ○ Implement targeted mental health programs and counseling services, especially focusing on female students and higher grades.
   - ○ Regular workshops and support groups to address emotional well-being.
2. **Anti-Bullying Initiatives**:
   - ○ Strengthen anti-bullying policies and introduce comprehensive bullying prevention programs.
   - ○ Increase awareness and training for students and staff on recognizing and addressing bullying.
3. **Engagement and Participation**:
   - ○ Create more opportunities for meaningful student participation in school activities.
   - ○ Encourage student-led initiatives and feedback mechanisms to foster a more inclusive school environment.
4. **Safety and Cleanliness**:
   - ○ Improve the physical environment of the school to ensure it is clean and safe.
   - ○ Conduct regular safety audits and implement necessary improvements based on student feedback.

Continuous Improvement:

- ● **Regular Surveys and Feedback:** Conduct regular climate surveys and gather student feedback to monitor the effectiveness of implemented changes and make necessary adjustments.
- ● **Professional Development:** Offer professional development for teachers and staff on topics related to student engagement, safety, and well-being.

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 counselors develop a master schedule that provides access to a broad course of study for all students. Encore offers an English Language Development class that counts for an English Learner's English 1 or English 2 class. An EL Skills elective class is offered and required to be taken by both high school and junior high students identified as English Learners. Encore also offers Str. Skills elective classes that are offered to all high school and junior high students with an IEP. Encore also offers a variety of core classes, CTE classes, electives, dual enrollment college courses, Advanced Placement, Honors, and A-G classes. Encore uses a variety of tools to track student access and enrollment in a broad course of study. These tools include 1. Aeries which tracks enrollment data across grade spans, unduplicated student groups, and individuals with exceptional needs; 2. Course Enrollment Reports which provides data on the variety of courses students are enrolled in at different school sites.

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)

    Students are assigned their counselor by grade level, English Learner identification, 504 identification, and whether they are taking Advanced Placement/Honors courses. Counselors review students' transcripts on a semester basis and meet with students individually. Course schedules are reviewed prior to the start of school.

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)

    Several barriers have been identified that prevent equitable access to a broad course of study for all students: 1. Teacher Availability: Shortage of qualified teachers for certain subjects, particularly in advanced and elective courses. 2. Scheduling Constraints: Conflicts in scheduling, especially for students with additional support needs, limit their ability to enroll in diverse courses. 3. Awareness and Outreach: Lack of awareness among students and parents about available courses and the benefits of enrolling in a broad course of study.

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)

    In response to the identified barriers, the LEA plans to implement the following actions:

    1. Resource Reallocation: Strategically allocate resources to ensure all school sites can offer a variety of courses, with a focus on underserved areas.
    2. Professional Development: Increase professional development opportunities to train more teachers in specialized and advanced subjects.
    3. Flexible Scheduling: Develop more flexible scheduling options to accommodate the needs of students with exceptional needs and those requiring support services.
    4. Enhanced Outreach: Implement targeted outreach programs to inform students and parents about available courses and encourage enrollment in a broad range of studies.
    5. Monitoring and Adjustment: Establish a continuous monitoring system to track progress and make adjustments as needed to ensure all students have equitable access to a broad course of study.

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:				NA	
a. Review of required outcome data.				NA	
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				NA	
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.				5	
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				NA	

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

Many of the existing state practices don't align with the distinctiveness of our school. Once a student is expelled from Encore, they are directed to report to their district for placement.

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).	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if 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).	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if 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.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if 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.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if 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.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if 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.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if 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.	1	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]