# 2024-25 Local Performance Indicator Self-Reflection

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# Introduction

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

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

# Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

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

# Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

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

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

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

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

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

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

## School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

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

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---|---|---|---|---|---|---|---|---|
| 2023 | 26.9 | 22 | 0 | 3 | 2 | | | |

| 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) | | | 3 | | |
| Mathematics – Common Core State Standards for Mathematics | | | 3 | | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | | 5 |

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

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

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

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 | | | | 4 | |
| ELD (Aligned to ELA Standards) | | | | 4 | |
| Mathematics – Common Core State Standards for Mathematics | | | | 4 | |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

**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 | | 2 | | | | |
| Health Education Content Standards | 1 | | | | | |
| Physical Education Model Content Standards | | | | 4 | | |
| Visual and Performing Arts | | | | 4 | | |
| World Language | | | | | 5 | |

**Support for Teachers and Administrators**

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

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

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

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

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

The current strengths and progress in this area for the LEA include:
Back To School Night where families are invited to the school to experience the students' daily schedules, meet and chat with teachers, and better understand the many programs and initiatives at the school site.
Advisory program - teachers have one cohort of students daily where the focus is on relationship building, progress monitoring, building a college going culture, and family engagement
Student / Family conferences held twice annually
Monthly Cafecitos where families are invited to spend time chatting with the principal regarding upcoming events, school culture, student academic progress, and the overall school program. Additionally, families have opportunities to ask questions and give input on current and upcoming initiatives and strategies.
Monthly School Site Council and English Language Advisory Committee meetings where families are informed and give input on annual plans, the LCAP, English Language Learner initiatives and budgets, as well as other school wide initiatives and family engagement opportunities
Annual / semi annual family surveys for input on LCAP and other school wide initiatives
Annual Youth Truth surveys for students and families to give input and feedback on the learning model, engagement, academic challenge, school culture, belonging and peer collaboration, relationships, college and career readiness, obstacles to learning, school safety, diversity/equity/inclusion, and areas for improvement
Weekly announcements sent to families regarding upcoming events, important dates, and notable happenings from the site

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.

Focus areas for improvement include:

Family Events - Increase opportunities and events for families to come together in support of the school's mission including
Family and community work days
More student recognition events
Cross campus, DCP-wide collaborative events
Workshops and Informational Meetings - Increase the number of and content for family workshops to better meet the needs identified by our educational partners including
Restorative Practices - working with parents to build a better understanding of this work and the why behind it
Academic Rigor - working with families to build a more comprehensive understanding of grade level expectations and the content used at dcp
Wellness - working with families to build our understanding of the needs our students have regarding mental health and wellness as well as strategies for improving our supports at DCP
Continuous Improvement - building an engaging environment where educational partners can provide input and feedback on school programs, environment, and supports
Enhanced Resources - Continue to work closely with the Santa Clara County Children and Family Department to refer families to the Differential Response Program which provides mental-health services and connects families with resources

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.

DCP will work to identify families/family members not yet engaged with the programming offered for support and explicitly create opportunities to bring them into the school environment in ways that are comfortable and meaningful to them:
Creating opportunities to engage with parents and guardians in-person to have meaningful dialogue with the aim of identifying specific needs faced by these partners
Finding resources to meet the needs identified by these partners and offering workshops that are convenient and effective
Developing an on-boarding process for new families to increase the participation of underrepresented families

**Section 2: Building Partnerships for Student Outcomes**

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

    1 - Exploration and Research 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. | 2 |
| 6.  Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | 2 |

| Practices | Rating Scale Number |
|---|---|
| 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.

DCP has worked to develop partnerships with community and professional providers as well as several 'in-house' strategies
Partnerships with community and professional groups and providers including
The New Teacher Project to provide coaching and professional development in the areas of
Culture of Learning
Essential Content
Academic Ownership
Demonstration of Learning
School2Home - Providing internet services and hot spots to families
Family and Children's Services to provide counseling
Santa Clara Behavioral health to provide substance use interventions
Catholic Charities to provide groups for gang prevention
Safe Schools to provide crisis response in the area of gang interventions.
DCP strategies including
Engaging families with Power School and Google classroom to keep them informed on student assignments and progress
Providing Chromebooks to students for use at school and in the home
Student / family conferences held twice annually

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.

Focus areas for improvement include:
Continue exploring / researching strategies that provide professional learning and support to teachers and principals to improve a school's capacity to partner with families.
Continue exploring / researching strategies that provide families with information and resources to support student learning and development in the home.
Continue exploring / researching strategies for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
Continue exploring / researching strategies to support families to understand and exercise their legal rights and advocate for their own students and all students.
Continue to work on increasing the number of families and staff who are engaging with the Family Engagement Policy and Parent-School compact
Increase parent awareness of the role and responsibilities of families and staff to effectively work together to support the college success journey

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.

DCP will work to identify families/family members not yet engaged with Building Partnerships for Student Outcomes and explicitly create opportunities to bring them into the school environment in ways that are comfortable and meaningful to them:
Creating opportunities to engage with parents and guardians in-person to have meaningful dialogue with the aim of identifying specific needs faced by these partners
Finding resources to meet the needs identified by these partners and offering workshops that are convenient and effective
Developing an on-boarding process for new families to increase the participation of underrepresented families

## Section 3: Seeking Input for Decision-Making

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

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

| Practices | Rating Scale Number |
|---|---|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | 2 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | 3 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | 3 |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 2 |

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

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

The current strengths and progress in this area for the LEA include:
Inviting parents/guardians to participate in the School Site Council
Offering principal-led coffee chats and English Learner Advisory Committee (ELAC) by increasing communication strategies such as weekly newsletters
Providing access to leadership positions for families in the School Site Council and ELAC
Providing opportunities for families to share feedback/input for the LCAP
Providing opportunities for a parent group to seek additional input and offer training in our EL Roadmap

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.

> Focus areas for improvement include:
> Continuing to build systems of support to help improve School Site Council meetings in order to meaningfully engage parents in decision making
> Continuing to build systems of support to help improve ELAC meetings in order to meaningfully engage parents in decision making
> Continuing to focus on family communication and increase the percentage of families who receive text messages for alerts on school communication
> Exploring more convenient opportunities for bringing educational partners together consistently
> Providing more opportunities for parents and guardians to better understand the decisions needing to be made and offering more opportunities for input to be shared and discussed before decisions are made

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.

> DCP will work to identify families/family members not yet engaged with decision making and explicitly create opportunities to bring them into the school environment in ways that are comfortable and meaningful to them:
> Creating opportunities to engage with parents and guardians in-person to have meaningful dialogue with the aim of identifying specific needs faced by these partners
> Finding resources to meet the needs identified by these partners and offering workshops that are convenient and effective
> Developing an on-boarding process for new families to increase the participation of underrepresented families

# 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.

High School (This report represents feedback from 382 students with an 83% response rate)
Students at DCP El Primero were surveyed in March 2024 about their perceptions of their school in terms of Engagement, Academic Challenge, Culture, Belonging & Peer Collaboration, Relationships, and College & Career Readiness. In addition, students provided feedback about School Safety, Emotional and Mental Health, and Drugs and Alcohol.
In order to put student feedback into context, this report compares DCP El Primero students' ratings to the ratings from students at 577 other high schools across the country. Compared to other participating high schools, DCP El Primero's highest rated themes were College & Career Readiness and Academic Challenge. The lowest rated themes were Engagement and Culture.
Compared to other participating high schools, DCP El Primero's highest rated question within the key themes was "My school has helped me understand the steps I need to take in order to apply to college." (which is in the College & Career Readiness theme) and the lowest rated question within the key themes was "I try to do my best in school." (which is in the Engagement theme)
Respondents also provided feedback about School Safety. For example, 68% of respondents responded positively to the question: In my school, there are clear rules against hurting other people (for example, hitting, pushing or tripping). Respondents also provided feedback about Emotional and Mental Health. For example, 64% of respondents responded positively to the question: Overall, how do you feel
about your life?

**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.

Although the highest rated themes included Culture and Relationships (middle school) we know that students are still identifying that many do not take pride in their work. One need at the middle school level is continued focus on academic ownership - all students are responsible for doing the thinking in the classroom, are appropriately challenged by teachers, and can provide meaningful oral or written evidence to support their thinking. Additionally, students rated Engagement and Belonging & Peer Collaboration as the lowest themes. DCP has work to do around creating meaningful opportunities for students to engage with each other in collaborative ways where they feel that they belong in an academic environment, that the work with which they are engaged is meaningful, and that with effort they can improve.

Although the highest rated themes included College & Career Readiness and Academic Challenge (high school) we know that many students do not feel that they are trying to do their best in school. Again, the idea of academic ownership is an area for improvement. Additionally, we know that students rated the themes of engagement and culture quite low. DCP has work to do around creating meaningful ways to dig deeper with student to identify why they feel this way and specific strategies or actions to offer in service of improving the culture at the school.

**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.

DCP will continue to work on similar goals in 2024-25 including deepening relationships with students, staff, and families along with a deep focus on rigor in the classroom where students carry the cognitive lift. We understand the important connection between a strong culture and improved academic performance and we are excited to address these areas and continue to show growth. However, with the budget deficit and changes in funding levels and enrollment, there may be changes made throughout the 2024-2025 school year that impact DCP's ability to address all of our strategic and organizational goals.

## 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)

All students at Downtown College Prep (DCP El Primero) enroll in a broad course of study appropriate for grades nine through twelve, which are aligned to the UC/CSU A-G Requirements and include: English Language Arts, Mathematics, Science, History-Social Science, Visual and Performing Arts, World Languages, Academic Electives, and Health and Physical Education. The school Leadership Team reviews the school and grade level course offerings and curriculum maps on an annual basis, to ensure a broad course of study is offered (in which all students have access and are enrolled). The Leadership Team, Central Office, and Board of Directors monitor A-G completion rates, disaggregated by subgroups, to ensure access and enrollment by all.

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)

All students are enrolled in A-G aligned classes, ensuring all students have access to and are enrolled in this broad course of study. As all enrichment courses are in alignment with A-G, students are able to exercise choice in these areas while still maintaining access and enrollment in a broad course of study.

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)

There are no differences in access nor enrollment by subgroups for students by ethnicity, socio-economic status or gender. Students with disabilities, as noted by an IEP or those who are still learning English, are not represented in honors/AP classes in the same percentage as their population at school. Analysis of the reasons for individual student choice in course taking reveal that there are no systematic barriers that prevent enrollment by these students but rather that their decision to not take the more rigorous course is based on their understanding of the demands inherent in such a course. As a result, no revisions, decisions, or new actions are required.

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)

DCP El Primero will continue its work to ensure all students have access to and enroll in a broad course of study, regularly monitoring transcripts and disaggregating data to ensure all students across all subgroups are accessing this 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 | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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. | | | | | |
| 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. | | | | | |