



STUDENTS • PARENTS • EDUCATORS • COMMUNITY

Local Performance Indicator Self-Reflection

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

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic

year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

| Teachers | Number | Percent |
|--|--------|---------|
| Misassignments of Teachers of English Learners | 0 | 0% |
| Total Teacher Misassignments | 0 | 0% |
| Vacant Teacher Positions | 0 | 0 |

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

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

Implementation of State Academic Standards (LCFF Priority 2)

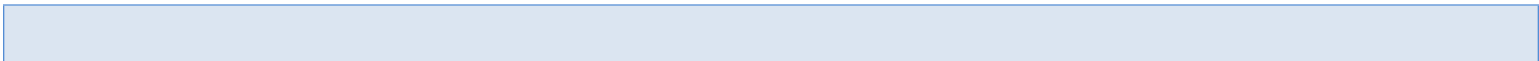
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

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

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

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

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



Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest) -

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

Rating Scale (lowest to highest) -

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

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | 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)

- 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.

NCLUSD believes that in order for students to learn relationships must be developed and nurtured. All students and families need to feel connected and heard. We have provided professional development to staff that supports inclusion of families in the school community. Sites have developed ongoing monthly meetings with parents to support and communicate information. Sites also hold parent events throughout the year to educate parents on academic topics but also to bring the school community together. Examples are Math Nights at the elementary, gaming nights at the secondary, fall carnivals, elementary Olympics and many more. We also hired two Parent Liaisons to bridge communication between school and home. They have supported the sites with home visits, homeless families, attendance support and parent volunteer support.

- 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.

We will focus on improved communication and in person parent contact. In this digital world, it has become easy to communicate with parents through Parent Square, email, etc. We need to do a better job of engaging our parents at in person events and meetings. We also need to get back to making phone calls to parents. These have gone by the wayside in our digital world. Part of relationship building with your students is getting to know their families.

- 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.

We understand that it is sometimes difficult to engage some families for a variety of reasons. We continue to find ways to reach out and support our underrepresented families. The Parent Liaisons have been integral in working with many of our families. They have done home visits and check ins and have worked with the Family Resource Center to seek out support for families. 99% of our families are contactable on Parent Square, our parent communication system.

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):

Rating Scale (lowest to highest) -

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

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 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. | | | | | 5 |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | | 5 |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | 4 | |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | | 4 | |

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

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

NCLUSD has provided teachers and administrators with professional development on parent engagement with schools through workshops and collaboration. Counselors at each site work with staff to support parent engagement. Sites hold monthly 2nd Cup of Coffee Meetings for parents and they are well attended. There are also events scheduled throughout the year to engage and involve parents. We hold Parent-Teacher Conferences two times per year at all sites. Each site also holds a Back to School Night in the fall and an Open House in the Spring. The district sponsors and Back to School Festival the Saturday before school starts that is very well attended by the families in our community. It has become a tradition that everyone looks forward to.

All handbooks, board policies and special education information are posted on the district website.

- 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.

An area of focus continues to be coordinating the services we do provide in the district with services outside the district. We are working with county behavioral health to improve coordination and communication. We have added two Parent Liaisons to support and improve the engagement of underrepresented families.

- 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.

Our Parent Liaisons will continue to support and improve the engagement of underrepresented families. We are also adding more support staff, Mental Health Clinicians and Counselors to further support our 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):

Rating Scale (lowest to highest) -

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

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 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. | | | | | 5 |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | | 5 |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | | | 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)

- 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.

NCLUSD has several advisory groups, DELAC, ELAC, LCAP Stakeholder Team, School Site Council, along with parent and booster organizations at the site level. We recruit and engage families through social media, district and site websites, Parent Square (digital communication tool) and mailers. We also make phone calls to parents to remind them of upcoming meetings and topics. Our goal is to encourage parent participation in advisory groups. We have also visited our local Health and Human Services Family Resource Center to meet with parent groups to inform them of the ways they can engage and provide input regarding policies and decision making at the site and district level. We also video our school board meetings and post them on our website so that they are available for all

families to view. We have staff on all of our advisory committees who are trained by the site administrators on their roles.

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.

We need to focus on parent outreach so that we can ensure that we have a variety of parents and are providing opportunities for all families to participate in decision-making. It is easy to have the same parents over and over again serve on site council or DELAC or advisory committees but we need to make a concerted effort to reach out and be more inclusive as we ask for families to participate on councils and committees.

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.

An area of focus would be working with families on exercising their legal rights and advocating for their own students. We encourage all parents to advocate for their own children and do not keep parents from exercising their legal rights and we will continue to discuss this at district and site level meetings.

Again, our parent liaisons and administrators work closely together to ensure underrepresented families can engage with our schools. Special events, such as Olympics, Art Shows, and Ag Days are great ways to engage all families. We also need to be more aware that not all families have access to the internet and devices, so we need to communicate in a variety of ways.

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Newman-Crows Landing Unified School District believes that school safety and connectedness are of the utmost importance in educating the students in our district. We believe that students thrive in a safe, engaging environment that provides students with rigorous curriculum, relevant classroom activities and relationships that support student learning. In February of 2022 we administered the California Healthy Kids Survey to fifth, seventh, ninth and eleventh grade students. Key indicators below provide data on school connectedness and safety based on the CHKS:

School Connectedness: percentage of students reporting true or very much true.

5th: 71%

6th: 50%

7th: 49%

8th: 45%
9th: 61%
10th: 57%
11th: 50%
12th: 53%

Caring Adults in School: % of students reporting true or very much true.

5th: 71%
6th: 56%
7th: 43%
8th: 42%
9th: 58%
10th: 57%
11th: 53%
12th: 56%

Students Feel Safe at School: percentage of students reporting school as very safe or safe.

5th: 71%
6th: 50%
7th: 53%
8th: 45%
9th: 62%
10th: 59%
11th: 53%
12th: 58%

Key Learnings

As students move the grade levels, they feel less connected to school and teachers. The same can be said of feeling safe at school. This mirrors the data at the state level. In comparing data by Race/Ethnicity, there is not a large discrepancy. For example, 50% of eleventh grade Hispanic or Latino students felt connected to school and 52% of white eleventh grade students felt connected to school. Of the Fifth grade Hispanic or Latinx students, 71% felt connected to school and of the white, 55% felt connected to school. At the secondary level, there was similar data at all grade levels with minimal discrepancy. This leads to the conclusion that student Race/Ethnicity is not a factor when considering a student's connectedness to school. This is a positive outcome for our sites and staff.

Area of Strength

Elementary students feel very connected and safe in school. Elementary schools have implemented digital communication tools, added site counselors, hold weekly/monthly assemblies, work with parent-teacher organizations, have Afterschool Programs and hold evening events for parents and students. This is not an exhaustive list but shows the effort being made to connect families and students to the school.

Area for Improvement

As a district, we need to focus on improving school connectedness at the secondary level. There are many clubs, extra-curricular activities, and support available to students. The next step may be to improve outreach and communication with students to engage them and improve their feeling of connectedness. Chronic absenteeism has increased dramatically post-Covid and we need to develop plans to increase engagement and address the perception that students are not connected to school. Focus groups with students can also provide information on how to improve connectedness.

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)

Newman-Crows Landing Unified School Districts uses the following to measure and track the extent to which students have access to and are enrolled in, a broad course of study:

- Site Master Schedules
- District's student information system
- Student Access to Board Approved Instructional Materials
- Student Access to PE Instruction
- Student Access to Art Instruction
- In grades 6-12, course catalogs that offer A-G, Physical Education, Visual and Performing Arts, Career and Tech Ed Pathways
- Data from district and site walkthroughs

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)

A review of site master schedules and course schedules provides information on enrollment based on grade spans, unduplicated students and students with exceptional needs. For the 2022-23 school year, 100% of students in the Newman-Crows Landing Unified School District had full access to a broad course of study. Elementary sites develop master schedules that take into account the needs of all students and address the needs of unduplicated student groups with scheduled intervention and English Language Development time. Teachers submit weekly schedules to site administrators at the elementary level. The Middle School schedule ensures students are scheduled in core academic subjects with scheduled intervention time in math and ELA during the school day for identified students. Students have access to elective courses that support music, visual and performing arts, journalism, GATE, and Leadership. The high school schedule also ensures students are scheduled in core academic subjects with scheduled intervention time in math and ELA during the school day for identified students. Students have access to elective courses that support music, visual and performing arts, journalism, GATE, and Leadership.

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)

A barrier that we face as a small rural district with one middle and one high school is that we cannot always offer the diversity of courses that many larger high schools offer. We are working to provide students with an increased number of online opportunities that can provide students access to more courses. We are also working on partnerships with our local community colleges. Again, due to our distance from local community colleges, this can be a barrier. At the elementary, a lack of time during the school day can be a barrier. Site administrators work with teachers to develop site and class schedules that support access to 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)

NCLUSD will continue to monitor student enrollment in a broad course of study and make decisions and offerings using LCAP Supplemental and Concentration Grant Funds. We will use data and master schedules to determine present and future needs.

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. | | | | | |