

Appendix. Revised Self-Assessment Tools Based on Feedback from the CPAG and Stakeholder Input for School Climate (Priority 6), Coordination of Services for Expelled Students (Priority 9) and Coordination of Services for Foster Youth (Priority 10)

School Climate (Priority 6)

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

Evidence: LEA administers a survey as specified and reports the results to its local governing board and through the local data selection option in the evaluation rubrics.

Proposed Local Data Reporting Interface:

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). Specifically, 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 that is particularly relevant to school safety and connectedness.

[Insert LEA summary of school climate results.]

Coordination of Services for Expelled Students (Priority 9)

Standard: COE annually measures its progress in coordinating instruction as required by Education Code Section 48926 and reports the results to its local governing board **at a regularly scheduled meeting of the local governing board** and to stakeholders and the public through the evaluation rubrics.

Evidence: COE determines its progress through the use of a self-assessment tool that will be included in the evaluation rubrics web-based user interface, and report these results to its local governing board and through the local data selection option in the evaluation rubrics.

Proposed Self-Assessment Tool:

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?

	Exploration and Research Phase	Beginning Development	Initial Implementation	Full Implementation	Full Implementation and Sustainability
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	-	-	-	-	-
a. Review of required outcome data.	1	2	3	4	5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	1	2	3	4	5
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.	1	2	3	4	5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	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.	1	2	3	4	5
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	1	2	3	4	5

Coordination of Services for Foster Youth (Priority 10)

Standard: COE annually measures its progress in coordinating services for foster youth and reports the results to its local governing board ***at a regularly scheduled meeting of the local governing board*** and to stakeholders and the public through the evaluation rubrics.

Evidence: COE would determine its progress through the use of a self-assessment tool that will be included in the evaluation rubrics web-based user interface, and report the results to its local governing board and through the local data selection option in the evaluation rubrics.

Proposed Self-Assessment Tool:

Assess the degree of implementation of coordinated service program components for foster youth in your county?

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