



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
2023/24	134.08	113.87	7.17	4.5	3			

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)	1

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

Nevada Joint Union High School District formally introduced the Professional Learning Community (PLC) work starting in 2018-19. Since then there has been a subtle shift to district/site-led PLCs, as opposed to facilitated professional development. This is bringing about more awareness of the professional learning needs of individual teachers and specific needs of departments. During the 2023-24 academic year, the PLC focus continued with the refinement of the Essential Learning Outcomes (ELOs), as they relate to the educational standards, as well as the development of Common Summative Assessments. Departments are at varying stages in their development of the Common Summative Assessment and this will continue to be a focus in the 2024-25 academic year. Data from the Common Summative Assessments is being used to drive further prioritization of the ELOs and standards across all subjects and departments.

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				4	
ELD (Aligned to ELA Standards)				4	

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

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

Rating Scale (lowest to highest):

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

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

As referenced in the previous narrative, NJUHSD is making progress in the PLC process for all departments and is in a phase of refining Common Summative Assessments by department. The Common Summative Assessments will begin to provide data on student mastery of standards by site and specific teacher. This data will provide site and district administration with more specific data as to student mastery, enabling strategic support to site departments and teachers, where a need is shown.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

The annual LCAP survey, which goes out in early spring indicated the following.

- 83.6% of parents or guardians feel that their student is "involved and engaged in their school culture", down slightly from 2022-23 which was 84.2%.
- 73.9% of parents or guardians feel they are "encouraged to provide input on and to participate in decision making at the school", compared to the 2022-23 data, which was 74.7%.
- 81.8% of parents or guardians feel that they are "well informed of education services and changes at the school", also down from 2022-23 which was 82.3%.

This feedback is an indicator that generally speaking, parents and guardians have relatively positive relations with schools and the larger district, but the slight downward trend means this should be an area of focus for the 2024-25

academic year.

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.

As noted in the data above, parents and guardians feel more positive about both their student's level of engagement, as well as being informed than they feel about being active participants in the decision making process. Since "relationship" implies a connection that is mutual, opportunities for families to not just receive information, but also be in a place to communicate feelings and concerns, should be more readily available.

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.

The district exercises a multitude of processes for creating opportunities for families to participate in meaningful ways. In addition to the typical student and family events (Back to School Nights, school site councils, EL parent nights, advisory committees, etc.) school sites also offer 8th-grade student preview days, incoming 9th-grade parent evenings, cash for college events, career nights, International Parent Night, as well as other program specific events that are open to families. Additionally, the district facilitates a robust educational partner engagement process as a part of the LCAP development process. This includes equal representation from the following groups; students, parents, teachers, classified staff, community members, and site and district administrators (40+ participants in total) over three full days. That being said, underrepresented populations, such as EL, foster youth, and the homeless often don't respond to calls to participate and will be a focus for future years.

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.	3
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.	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.

Faculty and staff are encouraged to develop appropriate avenues for two-way communication between families/students, and staff. Progress has been made in this area over the last 5 years through the use of a common Learning Management System (Schoology) which has strengthened two-way communication between faculty, students, and parents. Despite not meeting the required threshold for translated communication, messages are translated for the small population of Spanish-speaking families. Through the use of Catapult EMS, beginning in the 2022-23 year, staff can push out emergency messages and alerts. Students and staff can report suspicious or concerning activity through the same system. All students have district email accounts and are a part of our email directory for staff to access. Students also have access to teacher email addresses through the active directory. Families of underrepresented students are sought out for participation in school site council groups, as well as the district LCAP/educational partner engagement committee. Additionally, student services staff (counselors, admin) have received additional training surrounding the 504 process and school counseling services in general (through Hatching Results), which has led to the development of a counselors handbook that makes counseling best practices accessible and transparent to all.

Restorative practices have been an initiative in the district since 2021-22, which has provided explicit training and coaching for teachers interested in incorporating restorative classrooms into their daily structures. Wellness centers have been established at nearly every site in the district, offering a host of services, including drop-in support and access to mental health services. Staff are trained annually on identifying students who may qualify for homeless services and all sites have liaisons who connect eligible students with resources. Silver Springs Continuation School also hosts a full-time social worker. Our school counselors serve as a hub for student services and often support referrals for students or families who experience needs that go beyond the scope of the school counselor's office. Collaboration with outside agencies, such as What's Up Wellness and the Nevada County Health Department. SMART (Special Multi-Agency Resource Team) consists of Child Protective Services, CalWORKs, Public Health, Juvenile Probation, Behavioral Health, Victor Community Support Services, EMQ Families First, Sierra Forever Families, and the School. SMART referrals play a critical role in the collaboration throughout the county that benefits our students and families related to the services available to them.

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.

An area of identified need is related to providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. In the past professional training such as Trauma Informed Practices and Capturing Kids Hearts, has been offered to staff who are interested, but it has not been required. More intentional support and professional development in this area is a future focus and will be fostered through a PD plan that incorporates culturally sensitive practices, planned for the 2024-25 year.

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.

The annual LCAP survey, which goes out in early spring to students, families, classified and certificated staff, as well as community members and administration, did garner for 2024 the input of 30 foster youth, 37 homeless students, and the version sent in Spanish received 12 responses. While the responses on the LCAP survey are representative of historically underrepresented families, it has been much more difficult to gain participation from underrepresented families in the District's LCAP Committee, School Site Council, and even representation for the English Learner Advisory Committee (ELAC), despite specific outreach to these populations. We will again provide specific outreach to these populations for the 2024-25 year and try to gather feedback on specific factors that could be mitigated for participation (i.e. time of day, availability of food, child care, etc).

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.	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.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

The 2024 LCAP survey saw an increase in LCAP survey participation for a second year in a row as 2022 saw 938 total responses. 2023 increased to 2,034 total responses, and 2024 reflected 2,162 total responses. Roles represented in the LCAP survey include students, parent/guardian, certificated and classified staff, as well as community members. Responses are gathered on a number of topics, ranging from both physical and social-emotional safety, to academics and access to materials. Responses are sortable by respondent group, site, and individual question and this is a major data point for review by our LCAP Committee and administrative teams, which drives a variety of decision making forums, including the development of our LCAP.

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.

73.9% of parents or guardians feel they are "encouraged to provide input on and to participate in decision making at the school", compared to the 2022-23 data, which was 74.7%. Sites have expressed a more difficult time recruiting and retaining family members to engage in advisory groups, such as the School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

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.

Underrepresented student groups such as foster, homeless and EL have been represented relative to the population size on LCAP survey participation; however, this is far less accurate when considering participation in advisory

groups. The LEA will work with sites to continue to seek out greater family engagement, particularly from underrepresented families, in advisory groups and will extend specific invitations for representative individuals.

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.

NJUHSD administers the CA Healthy Kids Survey to parents, staff, and students in grades 9 and 11 on a yearly basis.

- CHKS survey questions related to school connectedness responses were averaged between 9th, 11th, and NT yielding an average of 47.7%.
- Two or more ethnicities were averaged between 9th, 11th, and NT: 45.5%
- White were averaged between 9th, 11th, and NT: 54%

- CHKS survey questions related to school being perceived as very safe or safe responses were averaged between 9th, 11th, and NT yielding an average of 54.3%.
- Two or more ethnicities were averaged between 9th, 11th, and NT: 49%
- White were averaged between 9th, 11th, and NT: 57.7%

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.

Based on the analysis of data described in Prompt 1, it is apparent that white students feel far more connected at school by 6.6% for a total of 54%, when compared to the average of 47.7%, and students of two or more ethnicities, which averaged 45.5%. Related to the question of school being perceived as safe, again white students averaged 57.7%, 3.3% above the overall average of 54.3% and well above students of two or more ethnicities who averaged 49%. These findings make it obvious that there are large discrepancies between different student populations when it comes to feeling of connectedness and safety and this warrants an area of future focus and growth.

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.

Creating safe cultures that foster belonging, is a focus area for NJUHSD, which is addressed in the LCAP under goal 2, "Promote the Safety, Well-Being, and Culture of the school and district community through equitable and inclusive practices for all." Actions that are set for the 2024-25 year, include professional development for administration and other school leadership roles, bringing awareness to unconscious biases, and developing systems that promote inclusion. Additionally, through the lens of Ethnic Studies, NJUHSD is seeking to train staff and support student understanding and appreciation for who is represented within our community and schools and how this impacts individual experiences, with the hope that awareness and education can bring about a systemic shift in culture. The data in prompt 1 is also included in our annual LCAP and will be monitored for progress.

Our district schools continue to examine efforts to provide opportunities for student connectedness. Activities and programs such as Week of Welcome and Breaking Down the Walls target the development of positive school climates and culture. The district is also taking a look at instances of harassment/discrimination, and working to enhance and improve school responses to such items, as a heightened awareness has been drawn to school administrators and the board of trustees surrounding incidents of this nature. Programs aimed at Social-Emotional Learning have been developed in recent years (Silver Strong at Silver Springs, Phoenix classes at Ghidotti, NPA 101 at North Point Academy, and the two comprehensive high schools have implemented Advisory classes which have begun implementing Character Strong curriculum). In addition, the district continues to emphasize to our staff the importance of building individual relationships with students and is moving forward in the implementation of restorative practices, both for tier-one community-building activities and as a response to appropriate discipline-related incidents. Results have been shared with our educational partner groups and we will continue to plan and implement activities targeted at addressing the decreases reported in the CA Healthy Kids Survey.

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

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

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

The locally selected measure that the LEA uses to track the extent to which all students have access to, and are enrolled in, a broad course of study is a question on the LCAP survey, phrased as "Students have equal access to a variety of courses and programs at their school site (ex. math, English, electives, extracurricular programs, etc.)". Within the same survey, families are asked to self-identify any special factors or status that could identify discrepancies between access from various subpopulations. This question appears on the survey for Parents, Students, Certificated Staff, Classified Staff, and Community Members. Additionally, the district tracks standards-aligned textbook adoptions with oversight from the District Curriculum Committee to ensure adherence to education code and board policy, and to ensure access to high-quality, standards-aligned curriculum and instruction and student equity.

- 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)

In response to the 2024 survey question articulated above reflects slightly improved feedback related to access, from the previous year. 89.5% (2023 - 87.3%) of parents, 89.8 (2023 -88.8%) of students, and 87.7% (2023 - 83.9%) of certificated staff. This upward trend has been consistent since 2021 year, even reflecting a more positive perception, particularly by the student and parent groups than the pre-pandemic survey. Improved access could be attributed in part to the 4x8 bell schedule that is now in effect at both of the district's largest comprehensive high schools and has built-in opportunities for intervention extension and credit recovery, while also enabling students to engage in more elective courses, such as VAPA and CTE.

- 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)

The 2022-23 academic year was described by many students and staff as the first year that felt like a return to "normalcy" and this included a return all the pre-pandemic course offerings, in addition to new course offerings that were afforded to those students attending two of the District's largest comprehensive high schools and one independent study school, which all made the move from a 6 period day to a 4x8 schedule. This change in schedule also removed a significant barrier to access of programs and electives which had been in existence for many years prior when students who needed additional support classes lost access to elective choices because their schedule was full. This being said, students who benefit from Specialized Academic Instruction or English Language Development may find less access to courses of choice, such as CTE and VAPA, though survey results don't reflect that this is a common trend.

- 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)

With the transition of the District's second comprehensive high school (Bear River) to the 4x8 bell schedule in the 2022-23 year, the District is still weighing the overall positive impact with the fiscal cost and long term sustainability, given current budgetary constraints. The District will continue to evaluate student, family, and staff feedback, particularly that of underrepresented populations in determining what additional steps can be taken to ensure access to all and has implemented some small shifts in departments such as CTE, where staff and administration promote the CTE programs, most of which offer A-G or dual enrollment options at both the middle school level, as well as within the EL classes so all students can feel informed when making course selections.

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

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

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					