

Alpine County Unified School District
Alpine County Office of Education
Local Indicators

Priority 1 USD/COE

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, 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): * 0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

Priority 2 USD / COE

Self-Reflection Tool for Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards 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.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies 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, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)

- 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

Text is limited to 3000 characters

The locally selected measures, tools, and methods Alpine County Unified School District (ACUSD)/Alpine County Office of Education (ACOE) used to track toward implementing the state academic standards adopted by the State Board of Education were stated in two metrics listed under Goal 1 of ACUSD/ACOE's Local Control Accountability Plan (LCAP). They are listed below with the associated rationale:

1. Local Indicator (LCAP Metric in Goal 1): ACUSD, ACOE Percentage of ELA and Math teachers completing first five Common Core State Standards Professional Development Modules on California Department of Education's website.

The first metric was selected because the California Department of Education and state of California have invested substantial resources toward providing high quality, online professional development on the implementation of the Common Core State Standards for ELA and Math. ACUSD/ACOE determined the first five modules to provide the most fundamental professional development on the implementation. The remaining modules were determined to be supplemental. However, incentives are provided to staff for completing modules beyond the first five. Further, this metric was chosen for consistent professional development. There are a variety of professional development opportunities with varying objectives and levels.

Implementation of this method is tracked by recording in a table the modules completed by each teacher. Upon completing each professional development module, which includes an assessment, the teacher is issued a certificate produced by the module itself. The module also includes a teacher account that stores all the work generated by the teacher. Upon receipt of the work and module completion certificate from the teacher, the Human Resources Coordinator marks that particular module complete on the table.

2. Local Indicator (LCAP Metric in Goal 1): ACUSD, ACOE Percentage of teachers identifying with administration, one or more professional development goals, and completing them.

This metric was selected to customize professional development for standards implementation to the teacher and administrators' identified needs. The method used to track the progress toward implementing this metric is as follows:

1. Teacher and principal collectively determine a professional goal for the teacher to include increasing their effectiveness on implementing the state's standards through improved instruction;
2. At the end of the school year, the principal determines if this goal was met or the degree to which it was met;
3. During evaluation of the LCAP Metrics, the percentage of teachers achieving their goal is determined and reported in the LCAP; and
4. The LCAP is presented at a public hearing at a regularly scheduled school board meeting

The principal of Diamond Valley Elementary School has determined this goal has been met for all teachers who were expected to have completed the first five modules. Further all teachers within their first two years of teaching at Diamond Valley Elementary School are reported to be in progress of completing the first two modules. The district and county concur with the principal's determination. This result was presented to the public at a board meeting.

Priority 3 USD / COE

Self-Reflection Tool for Parent Engagement

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, 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.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

The first prompt asks to summarize, “The key findings from the survey related to seeking input from parents/guardians in school and district decision making.” As stated above, the LCAP metric pertaining to results from a parent involvement survey is the “Average percentage of areas under ‘Parental Involvement’ section of California School Parent Survey (CSPS) marked Agree or Strongly Agree - Five Areas pages 20-21 Table A12.1.” This section of the survey also helps gauge the degree to which input from parents/guardians in school is sought prior to decision making. The key findings from this section of the survey reveal a need to further focus on methods that would increase parental input before making important decisions. Here are the results from this section of the survey from the 2017-18 CSPS:

60 % of respondents Agree or Strongly agree that the school allows input and welcomes parents’ contributions.

10% of respondents Agree or Strongly Agree that the school actively seeks the input of parents before making important decisions.

The second prompt asks to summarize, “The key findings from the survey related to promoting parental participation in programs.” The percentage of parents marking strongly agree or agree was 64% and reported in the LCAP. This is the key finding from this portion of the parental survey.

70% of respondents Agree or Strongly Agree that the school encourages [parents] to be an active partner with the school in educating [their] child.

50% of respondents Agree or Strongly Agree that parents feel welcome to participate at this school

The third prompt asks to summarize, “Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.”

First, it serves as a valid measure of parental perspectives on a variety of issues. For a fee the WestEd organization assists with collecting and reporting the results. It was also chosen as ACUSD/DVES uses *the California Healthy Kids Survey, as is required through TUPE grant funding.*

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*



Met



Not Met



Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards. Text limit is 1500 characters

The district and county are considered to have met this local indicator because a survey was distributed and results have been analyzed. Further, this metric was addressed in the Local Control Accountability Plan (LCAP), baseline data were revealed, and outcome goals have been set. The results were also presented to the public at a board meeting.

Priority 6 USD / COE

School Climate

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: 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 stakeholders and the public through the California School Dashboard.

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

Local educational agencies (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. 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. The following are suggested guiding questions to help frame the narrative summary:

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?

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?

Text is limited

“Average percentage of areas under “Discipline and Counseling” section of California School Climate Survey (CSCS) marked Agree or Strongly Agree - Four Areas pages 51- 52 Table A10.2 The areas with results from the 2017-18 CSCS from Diamond Valley Elementary School follow:

This school clearly communicates to students the consequences of breaking school rules.

Strongly agree 0

Agree 57

Disagree 14

Strongly disagree 29

This school clearly informs students what will happen if they break school rules.

Strongly agree 0
Agree 57
Disagree 29
Strongly disagree 14

This school handles discipline problems fairly.

Strongly agree 0
Agree 57
Disagree 14
Strongly disagree 29

This school provides adequate counseling and support services for students

Strongly agree 14
Agree 29
Disagree 43
Strongly disagree 14

The data support an overall need for more support for students in discipline and in counseling. Diamond Valley Elementary School (DVES) in particular has strongly embraced the Multi-Tiered System of Supports framework which includes both academics and behavior. The staff at DVES have embraced this framework and routinely analyze behavioral data at the individual and group levels and modify their structure as needed to meet the needs. They have implemented as a part of this an Alternative Instructional Setting for students that have become disruptive to their own learning as well as the learning of others. The purpose is to allow all students to optimize their learning. The student returns after needed reset time and counseling or other interventions.

3. Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☐ Met
 - ☐ Not Met
 - ☐ Not Met For Two or More Years
-

(Priority 7 USD / COE)

Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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

Alpine County Schools use enrollment in classes, verification by teachers via email, oral, or other written means, visual counts, and business records to verify that all students are enrolled in all of the required courses of study: ELA, Math, Science, History Social Science, Visual and Performing Arts, and Physical Education.

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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Alpine County Unified School District ensures that all students have access to instructional materials adopted by the local School Board in ELA, Math, Science, and Social Studies. For the last six years, Alpine County Unified School District teachers have reviewed all state adopted materials the year the state board of education adopted them and the LEA has followed Board policy in recommending the materials promptly to the school Board and ordering and implementing them. The Alpine County Unified School District has facilitated teacher professional development for the adopted materials in ELA and Math and has planned for its instructional staff leading its own professional development developing internal capacity for social studies. The LEA plans to review and perhaps pilot the science materials shortly after adoption.

With respect to Physical Education, our teachers ensure that all students receive their required number of minutes of structured Physical Education which is 400 minutes every 10 days.

With respect to Visual and Performing Arts, all students have access to art or music. For upper grades (6-8), students have a choice between Art through a Science, Technology, Engineering, Art, and Math course developed by their school. For music, they can choose a brass or woodwind instrument and receive instruction facilitated by an outside music consultant with a teacher in a music classroom. Lower grade classrooms (K-5) at Diamond Valley Elementary School receive music instruction through their teacher with the consultant visiting to facilitate delivery of the music content standards for each student's grade level.

Bear Valley Elementary School students receive their visual and performing arts directly through the instructional staff under the direction of their teacher. They welcome volunteers who have a music background to come in and assist to supplement their course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Barriers to accessing a broad course of study include the District not being reimbursed for out of state tuition. The loss of revenue this poses for the County Office of Education (COE) prevents the COE from being able to provide the support and coaching needed to support district teachers in implementing the core curriculum. Another barrier is It is difficult to find a part time credentialed music teacher with the content knowledge to teach music to students in the depth called for by the state standards.

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?

The District and County Office of Education seek input from the school community on its Local Control Accountability Plan and have made adjustments based on this input.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the [California Department of Education DataQuest web page](#).

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Priority 9 COE Only

Coordination of Services for Expelled Students

This is the submission form for the county office of education rubrics coordinator to complete on the local performance indicator for the coordination of services for expelled students (Priority 9). This form is for county offices of education only.

Standard: County office of education 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.

Instructions: County office of education determines its progress by completing the self-reflection tool below and reports these results to its local governing board and through the evaluation rubrics web-based system (California School Dashboard).

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

All fields marked with an asterisk (*) are required

1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:*

a. Review of required 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 local educational agencies within the county.*

☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

3. Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies 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

Criteria:

Please assess the county office of education performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for expelled youth.

Text is limited to 1500 characters

Alpine County is the smallest county in California. The boundaries of Alpine County Office of Education and Alpine County Unified School District both coincide with Alpine County in this single district county. The LCAP of both are

written into the same plan. The Board members of the County Office of Education and District are the same. There have been no expelled youth in Alpine County for the past several years. Although the district has a Community Day School for this purpose, since there have been no students, there have been no data to report on the numbers, demographics, performance, etc. for these youth. If the District finds itself in a position to provide for the education of an expelled youth, the unique needs of the youth will be addressed and all the required resources investing into developing an MOU, plan, etc., would be made.

The Alpine County Office of Education with the Alpine County Unified School District promotes efforts to address the needs of students prior to expulsion. Both entities have supported the Multi-Tiered System of Supports (MTSS) which include the Positive Behavioral Intervention and Support (PBIS) framework. The District and County Office of Education work with three neighboring school districts that contain high schools. When/if a student is expelled from one of these districts, Alpine County Unified School District and the County Office of Education will collaborate with these other districts and have input into the decision. The Superintendent has been invited to expulsion hearings and has provided input.

Priority 10 – COE Only

Coordination of Services for Foster Youth

This is the submission form for the county office of education coordinator to complete on the local performance indicator for the coordination of services for foster youth (Priority 10). This form is for county offices of education only.

Standard: County office of education 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 web-based system (California School Dashboard).

Instructions: County office of education determines its progress through the use of a self-reflection tool that is provided below and reports the results to its local governing board and through the evaluation rubrics web-based system (California School Dashboard).

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

All fields marked with an asterisk (*) are required

1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, 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 local educational agency, 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 local educational agencies 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 local educational agency 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 local educational agency and county office of education 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

Criteria:

Please assess the county office of education performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for foster youth.

Text is limited to 1500 characters

Describing the unique situation of Alpine as it relates to foster youth might be informative to this state priority. Currently, there are no court-ordered school-aged foster youth in Alpine County and there have not been for at least the past five years. Due to an agreement between Alpine County and the Washoe Tribe, Native American youth who are foster youth are under the jurisdiction of the Washoe Tribe and not identified by the California court system. Alpine County Unified School District does have a small number of students who might otherwise be identified as foster youth per court order, but could not be due to the agreement between the county and the tribe.

Ongoing collaboration regarding the identification of new foster youth exists between the County Office of Education and the County's Health and Human Services Department. Similarly, ongoing collaboration exists between the County Office of Education and the County's Behavioral Health Services Department in order to supplement the educational and emotional needs of all students. ACUSD and ACOE also partner with the County's probation services and child welfare programs. The County Office of Education and School District work together to ensure the educational needs of all students are met and work closely with the county to ensure all student's unique emotional needs are met. The County's Behavioral Health Services, for example, has implemented a research-based Primary Intervention Program (PIP) into the District's main elementary school (Diamond Valley Elementary School). Records would be transferred readily back and forth between the District, County Office of Education, and other County agencies provided appropriate permission has been granted to share such information.

For secondary high school grades 9-12, students have options to attend one of two comprehensive high schools outside district boundaries and one internal alternative high school within district boundaries through the County Office of Education. Post-secondary options are provided at the two outside comprehensive schools and individually, if students choose to attend the County's alternative high school.

Assessments of student performance occurs daily and periodically within the classroom during instruction as the teachers use real time formative assessments to check for understanding and adjust instruction. State standardized assessment results are also used to assess student learning, academic needs, and placement into tiers of intervention as needed per the district's Multi-Tiered System of Supports.

Coordinated effort by the District/COE and child welfare agencies will serve to reduce a foster youth's likelihood of dropping out of school thereby increasing the probability they will attend or graduate from college and improve their educational outcomes. High school options provide an additional opportunity to tailor a foster youth's education by selecting a secondary institution that will best meet their unique academic and emotional needs. Immediate assessment of student understanding and modifying instruction provides needed support to foster youth that may have experienced instability and barriers to their academic success.

This local indicator is considered to have been met as the district and county have evaluated the progress of coordinating services for foster youth and have reported the results to the public at a regularly scheduled board meeting.