California Department of Education

January 2022

# Local Control Funding Formula (LCFF) Priority 9 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 for Priority 9 are provided below.

## 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] |
| 1. Review of required outcome data.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 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. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |