DATE: June 15th, 2023

AGENDA TOPIC: Local Program Indicators for the CA School Dashboard

PRESENTER: Scott Booth, Director of Curriculum, Instruction, and Assessment

BACKGROUND INFORMATION:

Data is not collected at the state level for some priority areas. For these priority areas, local educational agencies (LEAs) will measure and report their progress through the Dashboard based on locally collected data. The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area.

The local indicators are: Priority 1: Basic Services, Priority 2: Implementation of State Academic Standards, Priority 3: Parent Engagement, Priority 6: School Climate (Priority 6 also includes a state indicator), Priority 7: Access to a Broad Course of Study.

The standards for the local performance indicators are based on whether LEAs: measure their progress on the local performance indicator based on locally available information, and report the results to the LEA's local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

LEAs determine whether they have (Met, Not Met, or Not Met for Two or More Years) for each applicable local performance indicator. LEAs make this determination by using self-reflection tools included in the evaluation rubrics, which will allow them to measure and report their progress through the California School Dashboard.

RECOMMENDATION:

Approval is recommended for the Local Indicators for the CA School Dashboard.

Local Performance Indicator Self-Reflection

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

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

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

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

Performance Standards

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

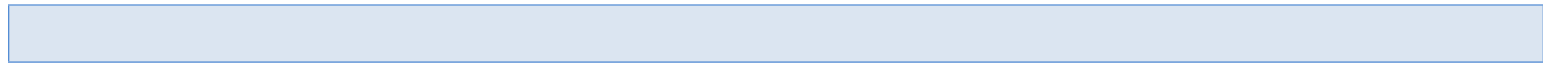## Implementation of State Academic Standards (LCFF Priority 2)

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

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

Academic Standards	1	2	3	4	5
Career Technical Education			3		
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language			3		

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			3		
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.**

Willows Unified School District (WUSD) has made significant gains through the adoption of K-5 History/SS curriculum in 2022, and working through the adoption of NGSS Science (K-8) in this current school year. The adoption process, as well as ongoing professional development for alignment, implementation, and program planning; will continue to further support our growth in alignment to current state standards and frameworks. In addition, while maintaining a limited World Language program, updates and adoptions of curriculum for the foreign language (9-12) program has been bolstered with the adoption of the Senderos program, this last Fall. With the addition of the Educator Effectiveness Block Grant and supported by the site-based PLC work, further professional development will continue to focus on vertical alignment, effective standards-aligned instructional practices, strategies to accelerate learning, UDL and research-based best instructional practices for educational programs for at-risk pupils, and programs and strategies for increasing language acquisition for EL students.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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.

Willows Unified School District (WUSD) is firmly committed to building positive partnerships for improved student and community outcomes. WUSD has invested a significant amount of time and resources in building trusting and respectful relationships with our families. Considerable attention to the implementation and actions of our Parent Engagement Team, has yielded impressive results. With the primary role of facilitating outreach efforts and building positive relationships with our families, the Parent Engagement Team has provided timely assistance to sites, while hosting outreach events at the Cedar Hills complex, LCAP Advisories, DELAC Advisories, and Parent Academy

nights (training and educational nights for parents on a broad array of crucial issues developed from gathered parent input); to further support and engage our parents with strategies to support their child's academic needs. Further, WUSD schools continue to provide opportunities for parents to be involved in their child's education through activities such as Fall Carnival, Paint Nights, Freshmen Orientation, etc. In addition, we pride ourselves in communicating with parents/families on a regular basis through online communications and other various means to keep parents informed, as well as each site maintaining an updated Home-School Compact for each site, that is used to record and share strategies for working and communicating more positively with families. Though much progress has been made, WUSD remains committed to improving what we do for our students and community.

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.

WUSD will continue to build on the cultural values of families, stress personal contact with families (remind teachers of the importance of parent-teacher relationships), foster communication with families (all-call, online communication, etc.), create a warm environment for families, and facilitate accommodations for family involvement, including translators, transportation, and other similar services. A continued area of focus will center upon the collection of educational partner input for needs and services, in particular, allowing for partner input to drive monthly Parent Academy topics for discussion. In addition, WUSD will include a focus on developing more engagement from our white, socio-economically disadvantaged educational partner population, as well.

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.

WUSD remains committed to the strategies implemented throughout this first year, with our Parent Engagement Team. While WUSD will continue to offer outreach efforts that build positive relationships with our families, through the hosting of outreach events at the Cedar Hills complex, LCAP Advisories, DELAC Advisories, and Parent Academy nights (training and educational nights for parents on a broad array of crucial issues developed from gathered parent input), all supported by child supervision services; additional efforts will include the implementation of AERIES Parent Square communications, supported by trainings for parents/guardians in the use of this tool to facilitate timely two-way communication.

Section 2: Building Partnerships for Student Outcomes

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

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
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		

Building Partnerships	1	2	3	4	5
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.			3		

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.

> Taking into account the assessment of input from educational partners and local data analysis, Willows Unified School District (WUSD) takes pride in the progress made and the allocation of time and resources towards nurturing reliable and respectful partnerships aimed at improving student outcomes. In addition to strong educational partner participation in categorical programs, Site Councils, and site-based PTO's, considerable attention to the implementation and actions of our Parent Engagement Team, has yielded impressive results. With the primary role of facilitating outreach efforts and building positive relationships with our families, the Parent Engagement Team has provided timely assistance to sites, while hosting outreach events throughout the community, LCAP Advisories, DELAC Advisories, and Parent Academy nights (training and educational nights for parents on a broad array of crucial issues developed from gathered parent input); to further support and engage our parents with strategies to support their child's academic needs. Moreover, hosting community building events (i.e, the Wellness Walk and Cinco de Mayo in the Spring), in addition to a number of counseling educational activities (FAFSA support and completion, college planning, etc.); provided key insight and strategies for parents/guardians, in supporting student outcomes.

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.

> For this year, beyond WUSD sought to improve outreach efforts to build relational capacity with our educational partners to improve chronic truancy, provide support and address behavioral needs, and yield increased academic achievement for better student outcomes; input has yielded a focus for bolstering our EL program with ongoing professional development (for both EL staff and general education teachers) and the selection and implementation of formal curriculum for language acquisition and support. With the valuable input substantiated by achievement and chronic absenteeism data, WUSD maintains a steadfast commitment to this objective, continuously striving to enhance our endeavors in establishing meaningful partnerships that contribute to positive students outcomes.

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.

> Throughout our continual dedication and unwavering efforts, WUSD is fortunate to benefit from regular review, analysis, and input of our engagement strategies. To improve engagement of underrepresented families, in relation to building partnerships for student outcomes, WUSD endeavors to offer outreach efforts that support building partnerships for student outcomes, through the hosting of outreach events throughout the community, LCAP Advisories, DELAC Advisories, and Parent Academy nights (training and educational nights for parents on a broad array of crucial issues developed from gathered parent input); additional efforts will include the implementation of AERIES Parent Square communications, supported by trainings for parents/guardians in the use of this tool to facilitate timely two-way communication. In addition, WUSD will include a focus on developing more engagement from a broader scope of our socio-economically disadvantaged educational partner population, as well. WUSD is thrilled to announce the introduction of our planning grant for the California Community Schools Partnership Program (CCSPP) in the 2023/24 academic year. This grant will serve as an enhanced opportunity to reach and foster stronger relationships with all groups, especially the underrepresented educational partners, aiming to align community services and resources to enhance our student outcomes.

Section 3: Seeking Input for Decision-Making

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
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.

Willows Unified School District (WUSD) works hard to recruit and retain educational partner representation from all subgroups, to be a part of the decision-making process. There are a number of opportunities for educational partners to actively participate; such as School Site Council/Title I Parent Advisory Committee, School Site Leadership Teams, English Language Advisory Committees/District English Language Advisory Committee, and LCAP Advisory. A key element to support the relational capacity for our educational partners, the Parent Engagement Team with bilingual coordinators, which provides an excellent resource for needed translation for our Spanish speaking partners at each Parent Academy, DELAC, and LCAP Advisory. Moreover, the growth of our Engagement Team, utilizing a greater social media presence, has yielded positive returns in educational partner engagement.

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.

Throughout the course of this last year, to improve our abilities in seeking input for decision-making from our educational partners, WUSD leaned tremendously upon our Parent Engagement Team. Comprised of the Director of Instructional Services, along with two bilingual community liaisons; this team's focus was on building relationships with educational partners, while providing educational outreach, truancy, and academic supports for our educational partners. These efforts blossomed throughout the year, to include monthly offerings of WUSD Parent Academy nights throughout the spring, where input on key facets of the district and LCAP development was solicited. In addition, the Engagement Team has incorporated efforts and events to support multicultural appreciation and health throughout the community, and which will grow to include a community Multicultural Appreciation event in the Fall of 2023.

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.

Committed to continuous improvement, WUSD looks to improve our engagement of underrepresented families, in relation to seeking input for decision-making by not just holding-course with our efforts from this year, but increasing the hours of employment for the Engagement Team and numbers of outreach and Parent Academy events. In addition, additional efforts will include the implementation of AERIES Parent Square communications, supported by trainings for parents/guardians in the use of this tool to facilitate timely two-way communication. Moreover, WUSD is also excited to unveil our California Community Schools Partnership Program (CCSPP) planning grant for 2023/24, which will provide even more of an avenue to strengthen relationships and collaborate with our educational partners, to align community services and resources to improve student outcomes. This will serve as a broad-based coalition to further engage and improve services for our underrepresented families.

School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

According to the results of the California Healthy Kids Survey 2021-2022 and the LCAP Survey 2022-2023, students generally perceive school as a very safe or safe place (73% at the elementary school level; 65% at the intermediate school level; and 54% at the high school level). With 7.5% of the students at the high school and 3% at the intermediate reporting being involved in a physical altercation at school and 1% of student behavior infractions were related to weapon possession on school property; while over 52% of WUSD students feel connected to teachers and schools. An area of growth, according to the Student LCAP Surveys is related to food services. Students would like to see better food served during the day. Additionally, students would like more electives at the secondary level. Willows Unified School District is currently working on improving the meals served in our district as we qualify for Community Eligibility Provision (CEP). In addition, current modernization of cafeteria services at the elementary and high school will bring about a return to homemade meals and greater satisfaction. Contingent upon funding and available personnel, Willows Unified School District will investigate opportunities to provide more electives at the secondary level.

The district has hired and maintains at least one full time counselor at every school site to, among other things, help increase parent and students' knowledge and skills in college and career planning; understand graduation requirements and academic preparation for college and career; and to increase awareness of intervention strategies and support programs within the community to help prepare students in reaching their optimal potential. In addition, Willows High School works with University of California, Davis, to employ a full-time advisor to aide and support students in preparation for post-secondary studies. This advisor has begun working with this group since middle school and will continue to work with the same cohort group until graduation. While adding a Campus Supervisor at the high school for student supervision support, the district continues to seek an assigned School Resource Officer who will work closely with administrators in an effort to create a safer environment for both students and staff. Investing in a part-time Director of Student Attendance, WUSD continues to work closely with the School Attendance Review Board (SARB), the Community Health Department, and the Glenn County Office of Education to assist in

student interventions, parent education, and staff professional development. The additional implementation and support from the county-led PRISM (Promoting Resiliency In Student Mental Health) team, complete with mobile operations units, provides essential social and emotional support services throughout the district. The blessing of receiving our recent CCSPP grant, will help to foster more and deeper connections to such services for the benefit of positive student outcomes.

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 WUSD schools offer students access to a limited broad course of study. Some of the tools and indicators used at each site to track the extent to which students have access to a broad course of study include the following: the high school master schedule; course catalog; counselor/student meetings; student surveys; grades; staffing levels; curriculum assessments and analysis related to the Common Core State Standards; and individual instruction and programs geared toward students' needs and graduation requirements.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Students have the opportunity to pick and enroll in courses that meet their needs, interests and preparation for graduation. Although the percentage of students graduating with college preparatory (a-g) requirements decreased by approximately 20.5% from 2020-21 to 2021-22, the percentage of graduates who passed an Advanced Placement increased by approximately 5.3% from 2020-21 to 2021-22. In addition, the percentage of graduates who completed a Career and Technical Education course of study increased by 12 students: 73 CTE Completers in 2021-22 as compared to 61 CTE Completers in 2020-21 according to CALPADS reports.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Some of the barriers preventing sites and students from having full access to a variety of courses and a broader course of study are related to limited staffing and credentials; conflicts within an individual student's course schedule; funding to hire additional teachers on a full or part-time basis; lack of access to equipment, facilities, and materials to broaden course offerings; and limited student enrollment which does not allow for full group activities within classroom instruction.

WUSD will continue to work to help ensure that all students have increased access to a broad course of study through ongoing curriculum analysis and evaluation of students' needs; investigating additional electives for possible inclusion in the master schedule; and by analyzing and implementing Western Association of Schools and Colleges (WASC) findings and student surveys to help assess the needs for the next school year

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

A small, rural district, WUSD schools offer students access to a limited broad course of study. Some of the tools and indicators used at each site to track the extent to which students have access to a broad course of study include the

following: the high school master schedule; course catalog; counselor/student meetings; student surveys; grades; staffing levels; curriculum assessments and analysis related to the Common Core State Standards; and individual instruction and programs geared toward students' needs and graduation requirements.

Students have the opportunity to choose and enroll in courses that meet their needs, interests, and preparation for graduation. The percentage of students graduating with college preparatory (a-g) requirements decreased by approximately 20.2% from 2021; while the percentage of students who passed an Advanced Placement with a 3, 4,, or 5 overall increased by approximately 5.3% from 2021, 43.8% of high school students were enrolled in college coursework, an increase of 20.1% from 2021/22. Due to the unavailability of the CCI Indicator, utilizing report 3.19 from CALPADS shows that 73 students have been identified as CTE Completers in 2022/23, an increase of 12 students from 2021/22.

In review of the available data, some of the barriers preventing sites and students from having full access to a variety of courses and a broader course of study are related to limited staffing and credentials; conflicts within an individual student's course schedule; funding to hire additional teachers on a full or part-time basis; lack of access to equipment, facilities, and materials to broaden course offerings; and limited student enrollment which does not allow for full-group activities within classroom instruction.
WUSD will continue to work to help ensure that all students have increased access to a broad course of study through ongoing curriculum analysis and evaluation of students' needs; investigating additional electives and CTE pathways for possible inclusion in the master schedule; and by analyzing and implementing Western Association of Schools and Colleges (WASC) development and findings, as well as student surveys, to help assess the needs for the next school year.

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					

Coordinating Instruction	1	2	3	4	5
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).					

Coordinating Services	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).					
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.					
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.					

Coordinating Services	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.					