

## PRIORITIES

## Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 tool as a resource when reporting results to its local governing board 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. The approved self-reflection tool for Priority 1 is 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)

All fields marked with an asterisk (\*) are required

**Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \***

100

**Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): \***

0

## Criteria:

**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.**

The Board receives quarterly reports on the number of Williams complaints filed with the District. The Williams Reports is state required a measurement tool. The District LCAP includes this in their goals as a measurement of the number of Highly Qualified teachers we have in WSD. The results for the school year were reported in the succeeding LCAP in June.

## PRIORITIES

## Self-Reflection Tool (Priority 2) – 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 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 and to educational partners and the public through the California School Dashboard (Dashboard).

**Instructions:** Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board 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 and through the 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

The LCAP includes a plan for the improvement of student achievement for all students. The results for the school year were reported in the succeeding LCAP in June.

## Option 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency'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

#### English Language Arts – Common Core State Standards for English Language Arts\*

1  2  3  4  5

#### English Language Development (Aligned to English Language Arts Standards)\*

1  2  3  4  5

#### Mathematics – Common Core State Standards for Mathematics\*

1  2  3  4  5

#### Next Generation Science Standards\*

1  2  3  4  5

#### History-Social Science\*

1  2  3  4  5

2. Rate the local educational agency'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

**English Language Arts – Common Core State Standards for English Language Arts\***

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)\***

1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics\***

1  2  3  4  5

**Next Generation Science Standards\***

1  2  3  4  5

**History-Social Science\***

1  2  3  4  5

3. Rate the local educational agency'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

**English Language Arts – Common Core State Standards for English Language Arts\***

1  2  3  4  5

**English Language Development (Aligned to English Language Arts Standards)\***

1  2  3  4  5

**Mathematics – Common Core State Standards for Mathematics\***

1  2  3  4  5

**Next Generation Science Standards\***

1  2  3  4  5

History-Social Science\*

1  2  3  4  5

## Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education 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

Career Technical Education\*

1  2  3  4  5  N/A

Health Education Content Standards\*

1  2  3  4  5

Physical Education Model Content Standards\*

1  2  3  4  5

Visual and Performing Arts\*

1  2  3  4  5

World Language\*

1  2  3  4  5  N/A

## Support for Teachers and Administrators

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

Identifying the professional learning needs of groups of teachers or staff as a whole\*

1  2  3  4  5

Identifying the professional learning needs of individual teachers\*

1  2  3  4  5

**Providing support for teachers on the standards they have not yet mastered \***

- 1  2  3  4  5

**Criteria:**

**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.**

## PRIORITIES

## Self-Reflection Tool (Priority 3) – Parent and Family Engagement

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 parent engagement (Priority 3).

**Standard:** The local educational agency (LEA) annually reports 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 California School Dashboard (Dashboard).

**Criteria:** The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

**Evidence:** The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

**Introduction:** This self-reflection tool is organized into three sections. Each section includes promising 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 areas 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 Phase
  - 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.

All fields marked with an asterisk (\*) are required

# Section 1: Building Relationships Between School Staff and Families

**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. \***

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

5 – Full Implementation and Sustainability

**2. Rate the LEA's progress in creating welcoming environments for all families in the community. \***

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

5 – Full Implementation and Sustainability

**3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. \***

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

5 – Full Implementation and Sustainability

**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. \***

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

5 – Full Implementation and Sustainability

## Building Relationships Dashboard Narrative Boxes

**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. \***

Wheatland School District has made significant strides in fostering relationships between school staff and families, evidenced by increased engagement and collaboration. Through analyzing input from educational partners and local data, it's evident that the LEA has effectively established channels for communication and support, enhancing trust and understanding between schools and families. This progress highlights the dedication to creating a supportive environment where students can thrive academically and socially.

**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. \***

After analyzing educational partner input and local data, Wheatland School District has identified areas for improvement in building relationships between school staff and families. One focus area is enhancing communication strategies to ensure information reaches all families effectively, addressing any existing gaps or barriers. Additionally, there's a goal to implement more inclusive practices that actively involve families from diverse backgrounds, fostering a stronger sense of belonging and partnership within the school community.

**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. \***

Through the analysis of educational partner input and local data, Wheatland School District has recognized the need to improve engagement of underrepresented families in the process of building relationships between school staff and families. Strategies will include targeted outreach initiatives tailored to the specific needs and preferences of these families, such as culturally sensitive communication methods and community partnerships. Additionally, WSD aims to provide more accessible avenues for involvement, ensuring that underrepresented families feel welcomed and valued within the school community.

## **Section 2: Building Partnerships for Student Outcomes**

**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. \***

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

5 – Full Implementation and Sustainability

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. \***

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

5 – Full Implementation and Sustainability

**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. \***

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

5 – Full Implementation and Sustainability

**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. \***

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

5 – Full Implementation and Sustainability

## **Building Partnerships Dashboard Narrative Boxes**

**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. \***

Wheatland School District has demonstrated considerable strengths and progress in building partnerships for student outcomes, as evidenced by

collaborative efforts and positive outcomes. Analysis of educational partner input and local data reveals a culture of cooperation and shared goals among stakeholders, leading to effective resource allocation and support systems for students. These partnerships have facilitated holistic approaches to education, leveraging diverse expertise and resources to enhance student success across various domains.

**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. \***

Based on the analysis of educational partner input and local data, WSD has identified several focus areas for improvement in building partnerships for student outcomes. These include enhancing communication channels to ensure clear dissemination of information among stakeholders, fostering deeper collaboration to align strategies and resources more effectively, and actively seeking feedback to continually refine and strengthen partnership initiatives. Additionally, there's a recognition of the need to expand outreach efforts to engage with a broader range of community stakeholders to enrich support for student success.

**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. \***

Through the analysis of educational partner input and local data, Wheatland School District has recognized the need to improve engagement of underrepresented families in the process of building relationships between school staff and families. Strategies will include targeted outreach initiatives tailored to the specific needs and preferences of these families, such as culturally sensitive communication methods and community partnerships. Additionally, WSD aims to provide more accessible avenues for involvement, ensuring that underrepresented families feel welcomed and valued within the school community.

## Section 3: Seeking Input for Decision-Making

**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. \***

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

5 – Full Implementation and Sustainability

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. \***

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

5 – Full Implementation and Sustainability

**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. \***

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

5 – Full Implementation and Sustainability

**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. \***

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

5 – Full Implementation and Sustainability

## Seeking Input for Decision-Making Dashboard Narrative Boxes

**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. \***

Based on the analysis of educational partner input and local data, the Wheatland School District demonstrates strong strengths and progress in seeking input for decision-making processes. These include a culture of

transparency and inclusivity, where stakeholders feel empowered to share their perspectives. WSD also showcases responsiveness to feedback, evidenced by adjustments in policies and practices based on the input received, fostering a sense of ownership and collaboration among all involved parties.

**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. \***

After analyzing educational partner input and local data, the Wheatland School District has identified several focus areas for improvement in seeking input for decision-making. These include enhancing outreach efforts to ensure the participation of diverse stakeholders, such as underrepresented families or community members. Additionally, there's a need to streamline feedback mechanisms and processes to ensure that input is effectively collected, synthesized, and utilized in decision-making processes, promoting transparency and accountability within WSD.

**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. \***

Following the analysis of educational partner input and local data, the Wheatland School District aims to improve the engagement of underrepresented families in the decision-making process through targeted outreach and inclusive communication strategies. This may involve conducting outreach in multiple languages, hosting community forums in accessible locations, and providing opportunities for virtual participation to accommodate diverse schedules and preferences. Additionally, WSD plans to actively involve community representatives from underrepresented groups in decision-making bodies or advisory committees to ensure their voices are heard and considered in shaping policies and practices.

## PRIORITIES

# Local Control Funding Formula (LCFF) Priority 6 Self-Reflection Tool

A local educational agency (LEA) uses the self-reflection tools included within the California School Dashboard (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 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. The approved self-reflection tool for Priority 6 is provided below.

## *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.

### **Instructions**

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.

**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.

This is not in the LCAP specifically. Our students do take the California Healthy Kids Survey every two years and those results are used to measure our student climate. They are reported in a Public Board Meeting in September. Also, students are asked to take different surveys on a regular basis including bullying surveys, school climate surveys and other surveys that look at the climate of the individual schools and the District. The schools look at their discipline on a regular basis in order to determine the climate shifts. The schools have regular Reni Rallies to promote a positive school climate and environment.

**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.

Analyzing data from our bullying surveys, our school climate surveys, and other related surveys can yield invaluable insights into understanding the dynamics within a school environment. Here are some key learnings that we have derived from these surveys: We can help identify specific demographics or groups within the school community that are more vulnerable to bullying or harassment. This could include factors such as gender, ethnicity, sexual orientation, or disability status. Understanding these patterns is crucial for targeted interventions and support. We have found that bullying is an ongoing issue at schools throughout the nation. By examining the frequency and types of bullying reported in surveys over time, we can gain insight into the prevalence and trends of bullying behavior. This can help in assessing the effectiveness of anti-bullying initiatives and in developing strategies to address emerging issues. School climate surveys provide information about the overall atmosphere and culture within the school. Analyzing data from these surveys can reveal areas

of strength, such as positive relationships between students and staff, as well as areas for improvement, such as perceived levels of safety and inclusivity. Our school climate is a strength, and our students feel valued and safe while on our campuses. The Reni Rallies are a key feature that promotes the positive behaviors and academics of our students. Our surveys can shed light on students' attitudes and behaviors regarding reporting incidents of bullying or harassment. This includes their perceived barriers to reporting, such as fear of retaliation or a lack of trust in the reporting process. Addressing these barriers is essential for ensuring that incidents are properly addressed and that students feel supported. We have a anonymous reporting system in place to help those that find a barrier of reporting outright. Our schools implement various intervention programs aimed at preventing bullying and promoting positive behavior. Our administration is on top of the reports and they have many programs that enhance positive behaviors such as Merit Trips, Reni Rallies, Flew Free days, etc.

**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.

Overall, analyzing data from bullying surveys, school climate surveys, and other relevant sources provides valuable insights into the needs and strengths of a school community. By leveraging this information, our schools can develop targeted interventions and policies to create a safer and more supportive learning environment for all students. Overall our bullying issues are minimal but they are there and it is our job to work to make sure our schools are safe for all students

## Criteria:

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

## PRIORITIES

### Self-Reflection Tool (Priority 7) – 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 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 and to educational partners 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 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 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.**

The LEA is utilizing locally selected measures or tools such as enrollment data disaggregated by grade spans, unduplicated student groups, and individuals with exceptional needs, along with course enrollment records. These tools allow the LEA to track the extent to which all students have access to and are enrolled in a diverse range of courses tailored to their needs and grade levels.

**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.**

Using locally selected measures and tools, Wheatland School District has observed overall improvement in ensuring all students have access to and are enrolled in a broad course of study. Wheatland School District continues to monitor and allocate resources where needed to ensure equitable access and enrollment opportunities for all students.

**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.**

The results of the locally selected measures indicate some barriers such as insufficient resources, school size which limits course offerings, but we still are able to provide a broad course of study to all students. Additionally, disparities in access may stem from factors like socioeconomic status, geographic location, and language barriers, highlighting the need for targeted interventions to address these systemic challenges but again we are able to access to a broad course of study for all students.

**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?**

In response to the results, the Wheatland School District has implemented measures such as expanding course offerings, allocating resources, and implementing targeted interventions to address any disparities. Additionally, WSD has adopted policies to promote equity and inclusion, ensuring that all students have equitable opportunities to enroll in a diverse range of courses tailored to their needs and interests.

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](https://www.cde.ca.gov/da/ed/dataquest/).