

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: *

0%

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.

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

To monitor progress in implementing the state-adopted academic standards, the local educational agency (LEA) uses a combination of district-developed benchmark assessments such as I-Ready, classroom observation tools aligned to standards, and curriculum implementation rubrics. These tools were selected because they provide timely, actionable data and are adaptable to the unique instructional practices and pacing of each school site. Benchmark assessments in English Language Arts (ELA), Mathematics, and Science are administered multiple times per year to measure student proficiency and guide instructional adjustments. Additionally, the LEA utilizes teacher reflection protocols and lesson study models to support standards-aligned instruction in subjects such as History-Social Science, Visual and Performing Arts, and World Languages. Based on these tools, the LEA has made significant progress in implementing the Common Core State Standards in ELA and Math, with increasing alignment in lesson planning and assessment practices. Implementation of the Next Generation Science Standards (NGSS) has expanded through targeted professional development, while integration of standards in Career Technical Education, Physical and Health Education, and the Arts continues to improve through cross-disciplinary collaboration and curriculum refinement. Overall, the LEA is demonstrating steady growth in aligning instruction with all state-adopted academic standards.

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. *

Based on analysis of educational partner input and local data, WSD's current strengths in building relationships between school staff and families include consistent communication, increased family engagement, and a welcoming school environment. Surveys and feedback indicate that families feel informed and supported, particularly through multilingual communication platforms and regular outreach efforts such as family nights and parent-teacher conferences. WSD has made progress by expanding parent leadership opportunities, improving response times to family concerns, and fostering stronger connections through community liaisons and cultural events that reflect the diversity of the student population.

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. *

Based on the analysis of educational partner input and local data, the WSD has identified the need to improve two-way communication and increase engagement with historically underrepresented families as key focus areas. While general outreach efforts have been effective, feedback indicates that some families still feel disconnected or unsure how to participate meaningfully in school activities and decision-making processes. To address this, WSD is prioritizing more personalized communication strategies, expanding translation and interpretation services, and creating additional opportunities for families to share input and collaborate with school staff in ways that are culturally responsive and accessible.

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. *

Based on the analysis of educational partner input and local data, the WSD will improve engagement of underrepresented families by implementing targeted strategies identified during the self-reflection process. These include expanding the use of culturally responsive communication methods, increasing the availability of translation and interpretation services, and offering flexible meeting times and formats to accommodate diverse family schedules. The WSD will also strengthen the role of community liaisons to serve as trusted bridges between families and schools, and develop more inclusive family events that reflect and celebrate the cultural backgrounds of

the school community. Additionally, staff will receive professional development focused on equity and relationship-building to ensure all families feel valued, respected, and empowered to participate in their child's education.

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. *

Based on the analysis of educational partner input and local data, the WSD's current strengths in building partnerships for student outcomes include strong collaboration with families around academic progress, increased access to student performance data, and effective support structures such as parent workshops and intervention meetings. Families report feeling more informed about their child's learning through regular communication from teachers and the use of online portals that provide real-time updates on grades and attendance. The WSD has also made progress in creating partnerships with community organizations to provide tutoring, mentoring, and enrichment opportunities that support student success both in and out of the classroom. These efforts have contributed to improved academic engagement and greater alignment between home and school in supporting student achievement.

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, the WSD has identified the need to improve family understanding of academic standards and how to support learning at home as a key focus area for building partnerships for student outcomes. While families receive general academic updates, feedback indicates a need for more specific guidance on grade-level expectations, instructional strategies, and available academic supports. To address this, the WSD is working to provide clearer, more accessible resources and increase opportunities for families to engage in academic workshops, goal-setting meetings, and school-based learning activities that directly connect to student achievement.

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. *

Based on the analysis of educational partner input and local data, the WSD will improve engagement of underrepresented families by implementing

targeted strategies identified during the self-reflection process. These include expanding the use of culturally responsive communication methods, increasing the availability of translation and interpretation services, and offering flexible meeting times and formats to accommodate diverse family schedules. The WSD will also strengthen the role of community liaisons to serve as trusted bridges between families and schools, and develop more inclusive family events that reflect and celebrate the cultural backgrounds of the school community. Additionally, staff will receive professional development focused on equity and relationship-building to ensure all families feel valued, respected, and empowered to participate in their child's education.

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

4 – Full Implementation

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, WSD's current strengths in seeking input for decision-making include a well-established system of regular surveys, stakeholder meetings, and advisory groups that provide families, staff, and community members with meaningful opportunities to share their perspectives. The district has made progress in increasing participation rates, especially through virtual engagement options and multilingual communication, ensuring that diverse voices are heard. Feedback from educational partners indicates that stakeholders feel their input is valued and is reflected in school and district-level planning.

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. *

Based on the analysis of educational partner input and local data, WSD has identified the need to increase engagement from underrepresented groups and improve transparency around how input is used in decision-making. While many stakeholders participate, some families and community members have expressed uncertainty about whether their feedback results in meaningful change. In response, WSD will strengthen follow-up communication to clearly demonstrate how input influences decisions and implement more inclusive outreach efforts to ensure that all voices—especially those from historically underserved communities—are actively encouraged and supported in contributing to the decision-making process.

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.*

Based on the analysis of educational partner input and local data, the WSD will enhance engagement of underrepresented families by expanding culturally responsive outreach, increasing multilingual communication, and providing more accessible opportunities for families to participate in decision-making processes. This includes hosting community forums in diverse neighborhoods, offering interpretation services, and collaborating with trusted community leaders to build relationships and trust. These strategies aim to ensure that all families, especially those previously underrepresented, feel heard, valued, and involved in shaping educational decisions.

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.

The local climate survey data, gathered primarily through the California Healthy Kids Survey (CHKS), reflects overall student perceptions of school safety, connectedness, and engagement. The overall school climate score for all students indicates a positive perception of school conditions. When disaggregated by student groups, notable disparities emerged. English Learners reported a lower sense of school belonging and foster youth reported the lowest overall climate rating at 74%.

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.

Analysis of the climate survey data revealed several key learnings for the district. A major area of strength is the overall sense of safety and connectedness reported by a majority of students, with most students expressing positive perceptions. Additionally, the data showed that students generally feel that adults on campus care about their well-being and reported feeling supported. However, significant needs were identified among specific student groups. Students with disabilities, African American students, English Learners, and foster youth consistently reported lower levels of safety, belonging, and engagement. Some expressed a lower sense of inclusion, highlighting a need for improved communication, culturally responsive practices, and language support. These disparities point to an urgent need for targeted strategies to support the emotional, academic, and cultural needs of underrepresented student populations. These findings emphasize the importance of equity-focused initiatives and more inclusive decision-making processes moving forward.

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.

Based on the analysis of local data and identified key learnings, WSD has determined there may be some necessary changes to existing plans, policies, and procedures to better support underrepresented student groups. One revision may include enhancing the district's family engagement policy to prioritize multilingual communication and expand outreach to historically underserved communities, such as families of English Learners, foster youth, and students with disabilities. Additionally, WSD will continue to prioritize school climate for improving safety and belonging for these student groups. This includes training for staff, expanding access to mental health services and counseling, and increasing family opportunities through advisory groups that reflect the district's positives and needs for improvement. Procedurally, WSD will establish regular equity audits and require school sites to disaggregate climate and engagement data by student group during annual reviews. These actions are part of a continuous improvement cycle designed to monitor progress, ensure accountability, and adapt supports to meet the evolving needs of all students and families.

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.

WSD annually evaluates its progress in ensuring students have access to and are enrolled in a broad course of study, as outlined in the California Education Code (EC) for Grades 1–8. This includes access to adopted courses, as well as programs and services designed for unduplicated students and individuals with exceptional needs. The results of this evaluation are presented to the local governing board during a regularly scheduled meeting and shared with stakeholders and the public through the

California School Dashboard. This reporting process is guided by the requirements of the Williams Act.

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, including master schedule reviews, course enrollment data, and site-level program audits, WSD has confirmed that all students have access to, and are enrolled in, a broad course of study consistent with the California Education Code. This includes core academic subjects as well as visual and performing arts, physical education, and enrichment opportunities. Data show no significant differences across school sites or student groups, including English Learners, foster youth, and students with disabilities, in terms of access to or enrollment in these courses. Over time, WSD has made consistent progress in maintaining equitable access by aligning course offerings across sites and monitoring enrollment trends annually. Continued oversight ensures that all students receive a well-rounded education, regardless of background or school attended.

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.

Based on the results of locally selected measures—including master schedule reviews, enrollment reports, and site-level audits—WSD has identified no barriers preventing access to a broad course of study for all students. All schools within the district consistently offer the full range of required and enrichment courses, and all student groups, including English Learners, foster youth, low-income students, and students with disabilities, are equitably enrolled. The data confirms that WSD's systems and structures effectively support universal access to a broad, standards-aligned curriculum without restriction or limitation.

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 of the locally selected measures, no revisions, decisions, or new actions are necessary at this time to ensure access to a

broad course of study for all students, as the data confirms that all students currently have equitable access. WSD will continue to monitor enrollment patterns and course availability annually to maintain this level of access and ensure ongoing alignment with state requirements and student needs.

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](#).

Date of the Local Indicator Presentation

All priorities MUST be completed (denoted by a green checkmark next to each priority in the left side menu) prior to entering a date.

Please provide the date that the local indicators were presented to the local governing board/body. This meeting must be the same meeting at which the 2025-26 LCAP was adopted.

Please note that the local governing board/body meeting date cannot occur before March 2025.

Date taken to local governing board *

06/12/2025