

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Wilmar Union School District	Steve Hospodar Superintendent	shospodar@wilmarusd.org (707) 765-4340

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	10.5	10.5	0	0	0	0	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

The Wilmar Union School District employs various measures to gauge progress in implementing state academic standards:

State-Mandated Assessments: This includes CAASPP, CAST, ELPAC, and other mandated assessments, directly tying into standards-based instruction and learning.

Progress Monitoring Assessments: STAR Reading, STAR Math, Fountas and Pinnell Running Records, Smarter Balanced Interim Assessments are utilized to monitor progress, aligning with California's Common Core State Standards.

ESGI: Specifically used for Transitional Kindergarten to 1st grade for assessment, monitoring, and instructional insights.

Observational and Evaluative Tools: Anecdotal observations, unit tests, and assessments, as well as Physical Fitness Testing (PFT), foster discussions among educators and administrators on standards, instruction, and learning strategies.

The District's strategic, multi-year approach involves adopting state-approved instructional materials, providing professional development opportunities for teachers focused on standards-based instruction, and integrating ELA, ELD, Mathematics, and History-Social Science standards fully into the curriculum. Peer coaching, collaborative analysis, and continuous data assessment reinforce the implementation of state academic standards, promoting a culture of ongoing learning and improvement for both students and staff.

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

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

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

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	N/A
Career Technical Education						N/A
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts		2				
World Language						N/A

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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

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.

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):

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

Practices	Rating Scale Number
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.	5
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
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.

In January 2024, family members at Wilson School were surveyed (YouthTruth) about their perceptions across various aspects such as Engagement, Relationships, Culture, School Safety, Resources, and Communication and Feedback. This report compares Wilson School family members' ratings with those from 579 other elementary schools nationwide.

Wilson School's strengths in building relationships between school staff and families are highlighted by high ratings in the Relationships and Engagement themes. The question "Administrators treat families with respect" received the highest ratings, demonstrating the school's success in fostering positive relationships. This positive feedback is supported by efforts like bi-monthly newsletters from the principal and weekly newsletters from classroom teachers, which keep families informed and engaged. Events like Passport Day, Back to School Night, Open House, and Parent-Teacher conferences also enhance parent-teacher collaboration and involvement.

Despite these strengths, there are areas for improvement. The lowest-rated themes were Communication & Feedback and School Safety, with a particular concern being the lack of regular feedback about children's progress. The school has addressed this by providing biannual report cards and individual STAR reports, offering detailed insights into students' progress toward grade-level standards.

Additionally, the school's Foundation (formerly PTA) organizes community events like the Walk-A-Thon, Parent Coffee gatherings, Harvest Festival, and yearly Gala fundraisers, further enriching the school's community engagement initiatives. This comprehensive approach to fostering relationships and engagement reflects the school's commitment to building strong connections with families.

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 educational partner input and local data analysis, the LEA's focus area for improvement is to enhance parent understanding of state standards, their child's progress toward meeting those standards, and how they can help their child achieve mastery.

The January 2024 survey of Wilson School family members revealed that while the school excels in Relationships and Engagement, the lowest-rated themes were Communication & Feedback and School Safety. Families expressed a need for more regular feedback about their child's progress, indicating a need for better communication regarding academic standards and student performance.

To address this, Wilson School is focusing on enhancing communication efforts. Current initiatives include bi-monthly newsletters from the principal, and weekly newsletters from classroom teachers. Additionally, the school provides biannual report cards and individual STAR reports to give families detailed insights into their child's progress toward grade-level standards.

The school also fosters community connections through events like Passport Day, Back to School Night, Open House, and Parent-Teacher conferences. The PTA hosts community events such as the Walk-A-Thon, Parent Coffee gatherings, Harvest Festival, and yearly Gala fundraisers, further enriching the school's community engagement initiatives.

By continuing to build parent understanding of state standards, their child's progress toward meeting those standards, and ways they can support their child's academic achievement, Wilson School aims to improve the critical areas of Communication & Feedback and overall family engagement.

- 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.

Wilmar Union School District, a single school district known for its strong, supportive community, is committed to improving engagement with underrepresented families, especially those identified during the self-reflection process. The district encourages family participation through volunteering during the school day, involvement on district committees, and active engagement with the Catalyst Foundation, (formerly PTA).

To specifically enhance engagement with English Learner (EL) families, the district has implemented several strategies:

Bilingual Staff: During hiring, the district prioritizes candidates who are bilingual to better support and communicate with EL families.

Translation: All pertinent information sent home is provided in English/Spanish. Additionally, Wilson School uses "Language Line", an on-demand interpretation and translation service in multiple languages. This service is available to all staff.

Community Engagement Liaison: The district employs a community engagement liaison dedicated to supporting EL families with school-related concerns and engaging them in their children's academic success and overall school involvement.

Additionally, all parents are encouraged to complete the YouthTruth yearly survey, which provides valuable feedback on the school's performance and areas for improvement. By actively seeking input and promoting inclusive practices, Wilmar Union School District aims to foster stronger relationships between school staff and all families, ensuring that underrepresented families feel supported and engaged in the school community.

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):

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

Practices	Rating Scale Number
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.	5
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.	4
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.	4

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.

Wilson School values community strength and prioritizes effective communication and collaboration between parents and teachers. Key aspects of our approach include:

Parent-Teacher Conferences: We hold two formal conference periods each school year, offering structured opportunities for in-depth discussions about student progress and goals. Additionally, teachers are available for conferences with parents as needed throughout the year.

Student Study Team Meetings: Parents and teachers can request meetings to address specific student needs and develop personalized support plans.

Regular Communication: Teachers maintain consistent communication with families, keeping them informed about curriculum, student performance, and upcoming events to ensure a collaborative learning environment.

EL Coordinator and Community Liaison Support: Our EL Coordinator and Community Liaison provide interpretation services at parent conferences, ensuring that language barriers do not hinder effective communication.

These initiatives reflect our commitment to fostering strong partnerships between home and school, ultimately supporting the academic success and well-being of every student at Wilson School.

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.

The District aims to enhance family engagement by educating families about their crucial role in their child's education. To achieve this, we plan to implement "I Can" forms, which outline essential standards to help parents and guardians understand their child's current learning progress and how they can actively support it.

Additionally, the District is committed to conducting equity audits across all facets of our programs at Wilson School. These audits will ensure that all students and families have equitable access to the various opportunities and resources available within our school community.

By focusing on family engagement and equity, the District aims to strengthen partnerships with families and promote a more inclusive and supportive learning environment for every student. This approach reflects the District's dedication to building effective partnerships that contribute to positive student 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.

The LEA aims to proactively engage non-English speaking families and extend an invitation for them to participate in discussions about their child's educational journey. This effort is part of a broader strategy to improve engagement with underrepresented families identified during the self-reflection process.

By prioritizing communication and inclusion, the LEA will focus on ensuring that non-English speaking families feel welcomed and empowered to contribute to their child's educational outcomes. This approach involves:

Targeted Communication: Developing multilingual resources and communication channels to reach non-English speaking families effectively.

Inclusive Meetings: Hosting meetings and discussions in multiple languages or providing translation services to ensure that all families can participate fully.

Community Outreach: Engaging community liaisons to build trust and facilitate connections between the school and non-English speaking families.

Through these measures, the LEA seeks to build stronger partnerships with underrepresented families, fostering a supportive environment where all students can thrive.

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):

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

Practices	Rating Scale Number
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.	5
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.

Wilson School boasts an engaged parent leadership team through the Catalyst Foundation (formerly PTA) that encourages parent involvement in school activities and initiatives. The School Site Council convenes regularly, serving as the advisory body for crucial plans such as the Local Control Accountability Plan (LCAP) and other state-mandated programs.

Significant strides were made in involving more educational partners in decision-making processes. Wilson School hosted a Community Feedback Event, welcoming participation from all educational partners. During this event, partners provided valuable feedback on various goals, including Wellness, Safety, and the LCAP. The feedback received was pertinent and thoughtful, fortifying the school's overarching goals.

Wilson School hosts parent focus group events, thoughtfully inviting participants to reflect each subgroup represented at the school. Topics at these events are reflective of school needs and changes necessary to strengthen our academic programs.

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.

An area of focus for improvement is actively recruiting more parents, including those from the EL community, to serve on the School Site Council. Historically, there has not been sufficient representation from these groups. Ensuring diverse voices and perspectives are included in decision-making processes is essential for moving forward.

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.

With intentionality, the LEA will actively seek out and encourage underrepresented families to take part in decision-making opportunities. This effort aims to address gaps identified during the self-reflection process and ensure that all voices, especially those from underrepresented communities, are heard and considered.

School personnel will implement targeted strategies to engage these families, such as:

Personal Outreach: Directly contacting underrepresented families to invite them to participate in school councils, committees, and other decision-making bodies.

Support and Resources: Providing necessary resources, such as translation services and flexible meeting times, to make participation more accessible for all families.

Community Events: Organizing events and forums specifically designed to gather input from underrepresented families, creating a welcoming environment for their participation.

By taking these steps, the LEA aims to foster a more inclusive and representative decision-making process that reflects the diverse needs and perspectives of the entire school community.

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.

Introduction

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.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

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.

Students' Perception of School Culture

YouthTruth Data Results:

Positive Response Rate: 44% of students reported positively on the classroom environment, highlighting aspects such as orderliness, respectfulness, and healthiness.

Analysis:

Interpretation:

Nearly half of the students view the school culture positively. However, there is a significant portion of the student body that does not share this positive view, suggesting room for improvement. This is especially notable when compared to other performance indicators or external benchmarks, which might show higher satisfaction rates.

Students' Sense of Belonging

YouthTruth Data Results:

Strong Sense of Belonging: 24% of students reported having a strong sense of belonging at school.

County Average:

Favorable Response Rate: 41% of students in the county report a strong sense of belonging.

Analysis:

Comparison and Implications: The sense of belonging among students is significantly lower than the county average. This discrepancy highlights a critical area where the school needs to focus its efforts. Targeted interventions and improvements are necessary to enhance students' connection and engagement with their school environment.

Summary

Overall Perception: While 44% of students view the school culture positively, improvement is needed to reach higher satisfaction levels.

Sense of Belonging: With only 24% of students feeling a strong sense of belonging, there is a substantial gap compared to the county average of 41%. Addressing this gap should be a priority to ensure all students feel connected and valued in their school 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.

Key Learnings from the Local Climate Survey Data

Areas of Strength

Classroom Environment:

Positive Perception: 44% of students reported positively on the orderliness, respectfulness, and healthiness of the classroom environment.

Interpretation: This indicates that nearly half of the students feel that the classroom environment is conducive to learning, reflecting strengths in maintaining order and respect.

Identified Needs

Sense of Belonging:

Low Sense of Belonging: Only 24% of students reported a strong sense of belonging.

Critical Gap: This figure is notably lower than the county average of 41%, indicating a significant area needing targeted interventions.

Implications: Enhancing students' sense of belonging is crucial for their overall well-being, academic performance, and engagement. Strategies to address this might include fostering inclusive practices, strengthening student-teacher relationships, and creating a supportive school culture.

School Culture:

Moderate Positive Perception: While 44% is a relatively strong figure, it also shows that more than half of the students did not report positively on school culture.

Improvement Needed: There is room for improvement in making the school environment more positive and supportive for a larger proportion of students.

Disaggregated Data Insights

Diverse Experiences: Developing strategies that are sensitive to gender differences can help create a more inclusive environment.

Ethnicity:

Cultural Inclusivity: Differences in responses among various ethnic groups can highlight the need for culturally responsive practices.

Diverse Representation: Ensuring that the curriculum, extracurricular activities, and school policies reflect and respect diverse cultures can improve overall student experience.

Socioeconomic Status:

Equity in Education: Students from different socioeconomic backgrounds might have varied perceptions due to external factors.

Support Programs: Providing additional resources and support to economically disadvantaged students can help bridge the gap.

Special Education Status:

Inclusive Practices: Students receiving special education services might have different needs and experiences.

Tailored Support: Ensuring that these students receive appropriate accommodations and support can improve their school experience.

Summary of Key Learnings

Strengths:

A significant portion of students perceive the classroom environment positively.

Needs:

There is a critical need to enhance students' sense of belonging, as it is significantly lower than the county average.

School culture needs to be improved to ensure a higher proportion of students have a positive perception.

Disaggregated Data:

Understanding differences across various student groups can help in designing targeted interventions to meet specific needs and foster a more inclusive and supportive school environment.

Addressing these needs through well-planned, inclusive, and responsive strategies can help improve the overall school climate, ensuring all students feel valued and supported.

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 climate survey data and the identification of key learnings, the Local Education Agency (LEA) has determined several necessary changes to existing plans, policies, and procedures to address identified areas of need and ensure continuous improvement. These changes include the following:

1. Incentive System Development

Action:
Develop an incentive system within the School Site Council to encourage daily student attendance.

Purpose:
Improve student attendance and engagement by rewarding consistent attendance.

Implementation:
Design a range of incentives (e.g., recognition programs, rewards) tailored to motivate students to attend school regularly.
Monitor and adjust the incentive system based on its effectiveness in improving attendance rates.

2. Expansion of Extracurricular Opportunities

Action:
Maintain and offer extracurricular opportunities for all students in areas such as sports, crafts/arts, and STEM.

Purpose:
Foster a sense of belonging and engagement by providing students with diverse and enriching activities beyond the classroom.

Implementation:
Ensure a wide range of extracurricular activities are available and accessible to all students.
Encourage student participation through targeted outreach and support.

3. Student Voice and Vision

Action:
Provide students in grades 3-6 the opportunity to voice their opinions and visions through monthly meetings led by the school principal.

Purpose:
Empower students by giving them a platform to share their views on what is working and what needs improvement.

Implementation:
Conduct monthly meetings with students, allowing them to express their perspectives on school culture, teaching methods, and extracurricular activities.
Share insights from these meetings with staff to inform continuous improvement efforts.

4. Truancy Trend Identification and Management

Action:
Develop an effective system to identify and address negative truancy trends early.

Purpose:
Reduce truancy rates by identifying and addressing root causes promptly.

Implementation:
Collect and analyze attendance data to identify negative truancy trends.
Determine root causes of truancy through data analysis and stakeholder input.
Implement corrective measures, such as targeted interventions and support programs.
Monitor the effectiveness of these measures regularly.

New Tool:
Purchase and implement a new student data system (Alma) to assist with student data management and analysis.

5. Universal Design for Learning (UDL)

Action:
Implement Universal Design for Learning (UDL) principles to promote inclusive education practices.

Purpose:
Value diversity, promote accessibility, and optimize learning outcomes for all students.

Implementation:
Offer information in diverse formats to cater to different learning styles.
Provide various ways for students to demonstrate their understanding.
Give students choices to enhance their motivation and engagement.

Train staff on UDL principles and monitor the effectiveness of UDL practices in improving learning outcomes and student engagement.

6. Positive Behavioral Interventions and Supports (PBIS)

Action:

Implement PBIS to establish and maintain a positive school environment.

Purpose:

Create a consistent and positive behavioral framework that supports all students.

Implementation:

Develop clear behavioral expectations and teach them to students.

Recognize and reward positive behaviors consistently.

Provide interventions for students who exhibit challenging behaviors.

Train staff on PBIS principles and strategies.

Monitor and evaluate the effectiveness of PBIS in promoting a positive school climate.

Student Experience Alignment

Observations:

Multiple measures have indicated that families and staff have a strong sense of belonging, view relationships at school favorably, and view the school culture as positive. The opposite response is coming from the students when surveyed. Clearly, the perspective from the adults is more favorable than that of the students.

Action:

Educate staff on the students' perspective and move towards a student-centric environment that values students' needs.

Strategies:

Professional Development: Conduct training sessions for staff to understand student perspectives and the importance of a student-centric approach.

Student Feedback Integration: Regularly integrate student feedback into school improvement plans and policies.

Student-Staff Collaboration: Encourage collaborative projects and initiatives between students and staff to foster mutual understanding and respect.

Supportive Programs: Develop and implement programs that specifically address student concerns and promote a positive school experience.

Summary of Revisions, Decisions, and Actions

Incentive System: Development of a system to encourage daily attendance.

Extracurricular Opportunities: Maintenance and enhancement of extracurricular activities in sports, arts, and STEM.

Student Voice: Monthly meetings for students in grades 3-6 to share their vision and opinions, led by the principal.

Truancy Management: Implementation of a system to catch and address negative truancy trends early, supported by a new student data system (Alma).

Universal Design for Learning: Adoption of UDL principles to ensure inclusive and flexible teaching practices that cater to diverse student needs.

Positive Behavioral Interventions and Supports: Implementation of PBIS to create a consistent and positive behavioral framework.

These changes aim to address the identified needs and leverage areas of strength, fostering a more positive and inclusive school environment conducive to improved 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 Local Education Agency (LEA) employs several measures and tools to ensure that all students have access to a broad course of study. The measures include:

Formative and Summative Assessments: These are used to track student progress and participation in the curriculum across various subjects.

Semester-End Report Cards: These provide a summary of student performance and engagement in their studies.

Daily Attendance: Attendance is recorded and monitored to ensure students are regularly participating in their educational programs.

Alma: This system is used for monitoring attendance, which is then reported within the California Longitudinal Pupil Achievement Data System (CalPads).

Subjects offered in each self-contained classroom for TK-6 include:

- English
 - Mathematics
 - Social Sciences
 - Science
 - Visual and Performing Arts
 - Health
 - Physical Education
- These measures and tools collectively help track and ensure that all students, including unduplicated students and those with disabilities, have access to and are enrolled in a broad course of study.

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)

Wilmar Union School District, being a single-school district, ensures that all students have access to a broad course of study. This inclusive approach spans across various student groups and programs.

General Enrollment: Every student enrolled in the district is provided with a comprehensive curriculum designed to cater to diverse learning needs and interests.

Special Education: Students with identified disabilities who have an Individualized Education Program (IEP) receive tailored support through the Wilson School's Special Education Department, ensuring they can fully participate in the broad course of study.

English Language Learners (ELLs): Students identified as English Language Learners have access to the full range of studies through the district's English Language Development (ELD) program, which supports their language acquisition and academic progress.

Intervention Programs: For students not in ELD or Special Education but who have significant gaps in their academic foundation, the district provides intervention programs. These programs offer additional support to help students catch up and stay on track with their peers.

Progress over time has shown a commitment to inclusivity and equity in education, with ongoing efforts to identify and address any emerging needs or disparities. The district's focus on specialized support programs ensures that all students, regardless of their starting point, have the opportunity to engage in a broad and enriching course of study.

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

While there are no current barriers, continuous evaluation and proactive measures will be essential to maintain and enhance the accessibility of a broad course of study for all students at Wilson School.

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)

Wilmar Union School District / Wilson Elementary School has implemented and will continue to implement the following actions to ensure access to a broad course of study for all students:

Comprehensive Enrollment: All students in grades TK-6 are enrolled in a broad course of study that includes the seven key areas identified for these grades. The district's small size enables personalized attention, ensuring that every student participates in physical education and visual arts.

Special Education Services: Students with disabilities receive tailored special education services to meet their individual needs. The district's goal is to integrate these students into the general education setting as much as possible, ensuring they do not miss any general instruction.

English Language Development (ELD): English Language Learners receive both push-in and pull-out support for ELD instruction, facilitating their language acquisition while maintaining access to the broad course of study.

Enrichment Programs: Unduplicated students (those who are socioeconomically disadvantaged, foster youth, or English Learners) have access to before and/or after-school enrichment programs. These programs provide additional academic and instructional support in English Language Arts (ELA) and mathematics to address any gaps and reinforce learning.

Ongoing Evaluation: The district continuously evaluates its general education population, ELD population, and students with disabilities to ensure there are no barriers to accessing a broad course of study. This proactive approach helps identify and address any emerging needs or potential challenges.

Program Enrichment: Wilmar Union School District / Wilson Elementary School remains committed to investigating and evaluating new programs that can enrich educational opportunities for all students. This includes exploring additional resources, technologies, and instructional strategies to enhance the learning experience.

Through these measures, the district strives to provide equitable and comprehensive educational opportunities, ensuring that all students have access to a broad and enriching course of study.

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]

Coordinating Instruction	1	2	3	4	5
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 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).					
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.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
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.					