



Office of the Superintendent

DATE: June 25th, 2026

AGENDA TOPICS: WUSD Local Performance Indicators (LPIs)

PRESENTER: Michelle O'Dell

BACKGROUND INFORMATION:

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.

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.

The local indicators address the following state priorities:

- Basic Services and Conditions; Appropriate Teacher Assignment, Sufficient Instructional Materials and Facilities in Good Repair (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent and Family Engagement (Priority 3)
- School Climate, as measured by a local climate survey (Priority 6)
- Access to a Broad Course of Study (Priority 7)
- Coordination of Services for Expelled Youth (Priority 9) – County offices of education only
- Coordination of Services for Foster Youth (Priority 10) – County offices of education only

RECOMMENDATION:
Recommend Approval

Thank you!



2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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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
2025/26	74.3335	63	5	2	3	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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
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				4		
Health Education Content Standards				4		
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language				4		

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				4	
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Willows Unified School District has demonstrated continued progress in the implementation of the California State Standards across all grade levels and content areas. The district has completed K–12 textbook adoptions in Social Science, Science, and World Languages, and most recently adopted the Vista curriculum for English Language Development (ELD) and Vista Temas for AP Spanish. These adoptions ensure access to standards-aligned instructional materials and provide a strong foundation for equitable instruction. With the new state math framework adoption, WUSD is currently examining TK-8 math curriculums released due to the framework adoption with the plan to pilot two selections during 2026-27.

Our next phase of improvement is focused on strengthening the fidelity of implementation. This includes the identification and consistent use of essential standards across content areas, the development and use of common

grade-level assessments, and reinforcement of Professional Learning Community (PLC) structures to support collaborative data-driven instruction.

Willows Unified is also committed to expanding the use of effective, standards-aligned instructional practices and strategies that accelerate learning for all students, especially those identified as at-risk. Instructional planning integrates Universal Design for Learning (UDL) principles to support access for diverse learners, including students with disabilities and those performing below grade level.

To address the needs of our English Learner (EL) population, the district has prioritized language acquisition and academic language development. The recently adopted Vista ELD curriculum supports integrated and designated ELD instruction, and we are investing in continued professional development to ensure teachers are equipped with research-based instructional practices that support EL proficiency and reclassification.

Through these combined efforts—essential standards alignment, UDL, acceleration strategies, and targeted EL supports—Willows Unified is committed to improving instructional quality and student achievement across all schools.

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.	3
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	3
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	3
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Willows Unified School District (WUSD) remains deeply committed to fostering strong, trust-based relationships with families as outlined in Goal 3 of our LCAP. Our consistent performance on the Building Relationships Local Indicator—scoring 3 (moderate implementation) in four domains—reflects ongoing areas for growth.

Our schools also host numerous inclusive and engaging family events—including Back to School Nights, Open House Nights at all sites, Fall Carnivals, Paint Nights, Crochet Nights, Wellness Walks, Family Voices for English Learners Nights, Student Show and Shine Nights, FAFSA and College Applications Nights, and Freshman Orientations—to strengthen school-home connections and create welcoming environments. Each school site maintains an updated Home-School Compact that outlines shared responsibilities and expectations for parent engagement and communication.

To further ensure transparency and accessibility, WUSD regularly communicates with families through multiple platforms, including digital tools, newsletters, and multilingual supports. These efforts help ensure families are well-informed and feel like valued partners in their children’s educational journey.

While WUSD is proud of its strong performance in building relationships with families, we remain committed to continuous improvement. Deepening family engagement in decision-making and leadership remains a district priority—particularly in light of recent budget constraints that have impacted how we deliver services.

Historically, WUSD’s Parent Engagement Team has played a central role in facilitating outreach, supporting school sites, and hosting impactful events such as LCAP and DELAC advisories, Parent Academy nights, and community workshops at the Cedar Hills complex. These efforts, rooted in parent feedback, provided culturally responsive resources and practical strategies for supporting student success. However, due to a significant decrease in funding last year, sustaining this level of centralized support has become unsustainable. In response, the district actively identified strategies to maintain strong family-school partnerships. Actions included expanding the number and role of bilingual instructional aides to support engagement efforts, strengthening site-based advisory councils, and providing more targeted training to meet the needs of our diverse families. Additionally, through the Community Schools Partnership Program (CCSPP) grant, the district was able to hire two Bilingual Community Outreach Liaisons to support expanded community and family engagement efforts aligned to the grant’s goals.

Through these adaptive efforts, WUSD will continue to build on its foundation of trust and collaboration to ensure families remain essential partners in their children’s education.

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 analysis of educational partner input and local data, Willows Unified has identified several key areas for ongoing improvement in building strong school-family relationships. A central priority is to deepen culturally responsive engagement by honoring the values and lived experiences of all families. To support this, the district will continue to emphasize personal outreach from teachers and staff, reinforcing the importance of proactive, respectful, and consistent communication between home and school. Feedback from families also highlighted the need for communication to occur across multiple platforms, including email, text messages, phone calls, and ParentSquare, to ensure accessibility and timely information sharing. Parents expressed a desire for more personal, responsive communication rather than general announcements, noting the importance of two-way interactions that allow them to ask questions and receive support. Families also indicated a need for more frequent updates about what is happening in their child’s classroom, along with clearer guidance to help them understand homework, expectations, and how to support learning at home. Additionally, parents want more information about where their child should be academically and a clearer understanding of graduation requirements and future college and career opportunities.

- 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.

In response to insights gathered during the self-reflection process, Willows Unified School District (WUSD) is committed to improving engagement with families who have historically been underrepresented in school decision-making and partnership activities. The district is leveraging other resources—most notably our Community Schools program—to sustain and enhance family outreach and engagement efforts.

WUSD will continue to host events such as LCAP Advisory meetings, DELAC advisories, and Parent Academy nights, now with increased alignment to the priorities surfaced through educational partner input. These gatherings are supported with accommodations such as child supervision and translation services to reduce access barriers and encourage broader participation. Feedback also indicated that families value opportunities to attend events alongside their students and engage in shared learning experiences. In response, the district is adjusting the format of these meetings to intentionally include students and create structured opportunities for interaction between parents and their children.

To address digital communication gaps, especially among socioeconomically disadvantaged families, the district will expand implementation of AERIES and ParentSquare platforms. Parent training sessions, offered in multiple languages, will ensure families can access two-way, real-time updates about their child’s learning experience. This initiative is intended not only to enhance communication but to empower parents with the tools and confidence to engage consistently with schools. The LEA will utilize the Bilingual Community Outreach Liaisons to issue invitations to underrepresented families to events to ensure their voice is heard and relationships are built.

Through the Community Schools program, additional supports such as resource navigation, wraparound services, and site-based family liaisons will help schools proactively connect with underrepresented families and co-create solutions that reflect their voices. In addition, the district is establishing a Student Services Professional Learning Community to strengthen alignment across sites in how student supports are identified and implemented. This collaborative structure will focus on the consistent use of data, root cause analysis, and MTSS and SST practices to ensure a coordinated and effective approach to meeting student needs districtwide. This aligned approach will support more intentional outreach and follow-up with underrepresented families identified through the self-reflection process, strengthening relationships between school staff and families and increasing meaningful engagement.

Collectively, these efforts aim to build a more inclusive and responsive family engagement ecosystem—one in which all parents and guardians, regardless of background, feel welcomed, informed, and able to contribute meaningfully to student and school success.

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.	3
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	3

Practices	Rating Scale Number
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	3
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	3

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Considering the assessment of input from educational partners and local data analysis, Willows Unified School District (WUSD) is proud of the progress made and the dedication of time and resources towards fostering reliable and respectful partnerships aimed at improving student outcomes. In addition to strong participation from educational partners in categorical programs, Site Councils, and site-based PTOs, significant attention to the implementation and actions of our Parent Engagement Team has yielded impressive results.

The Parent Engagement Team, primarily responsible for facilitating outreach efforts and building positive relationships with our families, has provided timely assistance to sites and hosted outreach events throughout the community, including LCAP Advisories, DELAC Advisories, and Parent Academy nights. These events, developed from parent input, offer training and education on a wide range of crucial issues to support and engage parents with strategies for their child's academic needs.

In addition, community-building efforts such as counseling workshops—focused on FAFSA support, college planning, and academic guidance—have equipped parents and guardians with valuable tools to better support student success. The initial implementation of WUSD's Community Schools program has further strengthened engagement by offering well-received activities throughout the community. These have included both social gatherings and structured opportunities for families to participate in feedback collection, ensuring that their voices help shape services and supports.

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.

Informed by educational partner input and local performance data, Willows Unified School District (WUSD) has identified several key areas for deepening our impact on student outcomes through stronger family-school partnerships. This year, outreach efforts have intentionally prioritized building relational trust with families to address persistent challenges such as chronic absenteeism, behavioral support needs, and disparities in academic performance.

Educational partner feedback indicates a need to strengthen family-school partnerships through more consistent and accessible communication, increased opportunities for family learning and engagement, expanded language supports, and intentional relationship-building practices that empower families to support student success. As part of that, WUSD aims to improve the alignment between educational partner feedback and site-level actions by embedding family voices more consistently in school planning and intervention strategies. Leveraging the Community Schools model, the district is working to better coordinate academic, social-emotional, and engagement supports, especially for historically underserved student groups.

Together, these improvement areas reflect our ongoing commitment to fostering meaningful partnerships that drive equitable outcomes and sustained academic growth for all students.

- 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.

Willows Unified School District (WUSD) continues to reflect on and refine its engagement practices through regular review of educational partner input and local data. To strengthen engagement with underrepresented families—particularly those who are socioeconomically disadvantaged or historically less involved in school activities—WUSD is committed to expanding inclusive, culturally responsive outreach strategies that build authentic partnerships for student success.

Efforts will include continued hosting of community-based engagement events such as LCAP Advisory meetings, DELAC sessions, and Parent Academy nights. These gatherings are guided by parent-identified priorities and designed to provide families with practical tools to support student learning at home. WUSD also recognizes the critical role of communication in building trust and has prioritized ongoing implementation and training for families in using the AERIES and Parent Square platforms, promoting accessible, timely, two-way communication between home and school.

A key catalyst for deeper family engagement in 2026/27 will be the expansion of our California Community Schools Partnership Program (CCSPP). This initiative presents a powerful opportunity to more intentionally connect underrepresented families to wraparound services, community resources, and academic supports. As the CCSPP infrastructure grows, WUSD will focus on integrating family voice into school planning, improving access to site-based engagement opportunities, and aligning family engagement practices with broader student support systems.

Through these coordinated efforts, WUSD aims to ensure that all families—especially those historically underrepresented—feel welcomed, informed, and empowered to contribute to student outcomes.

Section 3: Seeking Input for Decision-Making

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

- 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.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Willows Unified School District (WUSD) remains committed to inclusive, transparent decision-making by actively recruiting and supporting educational partners from all student subgroups. A variety of structured opportunities are available for meaningful input, including participation in School Site Councils, Title I Parent Advisory Committees, site-based leadership teams, Community School Advisory Committees, and English Learner Advisory Committees (ELAC) at both site and district levels. The districtwide LCAP Advisory serves as an additional avenue for students, families, staff, and community members to influence academic and policy decisions.

Spanish translation services are consistently provided at all major meetings, including LCAP Advisory, DELAC, and Parent Academy sessions, ensuring that language is not a barrier to participation. If requested, translation services are also provided at Parent-Teacher Organization (PTO) meetings and site meetings like back-to-school, senior night, and band concerts.

Additionally, WUSD has strengthened its communication infrastructure to foster awareness and involvement. Enhanced use of digital tools like Parent Square, alongside targeted outreach through school social media accounts and newsletters, has improved educational partner responsiveness and increased attendance at advisory forums. The LEA uses a variety of engagement strategies like surveys, meetings, focus groups, and phone calls to seek input for decision-making.

Collectively, these efforts reflect a districtwide culture of shared responsibility—where the voices of families, staff, and students are seen as essential to shaping the conditions for student success.

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.

As Willows Unified School District (WUSD) continues to refine its inclusive practices, a central area of focus is strengthening the consistency and accessibility of input opportunities for all educational partners—especially those from underrepresented communities. The district has strong structures in place, but participation is not always representative of all families. Some face transportation and work barriers, while some are unclear on how the input is used; they would like follow-up.

The district aims to expand site-based and department-led engagement strategies that promote two-way dialogue and foster a culture where feedback is actively solicited, acknowledged, and incorporated into planning.

Specific areas for improvement include:

- Increasing the diversity of voices in advisory and leadership groups to better reflect the demographics of our student population.
- Developing additional culturally inclusive forums for engagement that prioritize accessibility—such as flexible meeting times, multilingual materials, and hybrid attendance options.
- Continuing to align community-building efforts (e.g., multicultural events and wellness initiatives) with structured input collection to bridge relationship-building and decision-making.

These efforts are also being supported by the emerging Community Schools framework, which offers a coordinated approach to integrating family voice, service alignment, and academic planning across the district.

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, Willows Unified School District will improve engagement of underrepresented families by expanding and refining how input is gathered to ensure it is more accessible, inclusive, and representative. While the district has established structures such as ELAC, DELAC, LCAP Advisory, and surveys, feedback indicates a need to increase participation from families who face language, scheduling, transportation, and trust-related barriers.

To address this, the district will strengthen outreach through bilingual communication, community liaisons, and targeted invitations to underrepresented families. Additional opportunities for input will be provided through flexible formats, including in-person meetings, phone outreach, small group listening sessions, and simplified surveys. The district will also ensure that communication is clear and accessible, and will intentionally close the feedback loop by sharing how family input directly influences decisions. These efforts are designed to build trust, increase participation, and ensure that a broader range of family voices meaningfully informs district and site-level decision-making.

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.

Based on the results of the California Healthy Kids Survey 2025-26, Cal Hope Kelvin Survey data, and the LCAP Survey 2025-26, students generally perceive school as a safe place, with 66% at grade 7, 57% at grade 9 and 65% at grade 11. However, 7% of high school students and 4% of intermediate students reported involvement in physical altercations at school. According to the CHKS survey, only 58% of 7th graders feel connected to their teachers and schools while 48 of 9th graders and 57% of 11th graders feel connected to their school. While a majority of students report feeling safe at school, a notable percentage report experiences with bullying, harassment, or feeling unsafe in certain situations, indicating that school safety is an area for continued attention.

Sixty percent of the 7th graders feel like they have caring relationships-adults in school where as 59% of 9th grade and 69% of 11th grade feel like they have caring relationships in school. Responses are higher in the Kelvin CalHOPE Student Survey. In that spring, 83% of of the 674 WUSD student respondents feel that "adults at my school care about me." Of that same group, 67% also feel that "adults at my school take action when students are being mean." Seventy five percent feel that "the rules at my school are the same for everyone." The "experiences with culturally/linguistically responsive environments" dimension received 80% favorability. With the statement "Adults at school believe I can do great things" receiving 85% favorability and "The school is a safe and welcoming place for people of all backgrounds and cultures" receiving 81% favorability.

However, CHKS data also indicates that fewer students report high levels of meaningful participation, suggesting that not all students feel they have opportunities to contribute, share their voice, or engage in leadership roles. Social-emotional data from CHKS shows that a significant portion of students report experiencing chronic sadness or emotional distress, highlighting the importance of strengthening mental health supports and social-emotional learning opportunities. Kelvin CalHOPE survey data shows lower responses in areas such as emotional experiences and opportunities for student engagement and voice as well. Disaggregated CHKS results indicate that some student groups report lower levels of connectedness, safety, and engagement, pointing to the need for more targeted supports to ensure equitable outcomes.

The district has hired and maintains at least one full-time counselor at each school site. These counselors help increase parent and student knowledge and skills in college and career planning, understand graduation requirements, and raise awareness of intervention strategies and support programs within the community to help students reach their optimal potential. By investing in a part-time Community School Coordinator who focuses on attendance, WUSD continues to collaborate with the School Attendance Review Board (SARB), the Community Health Department, and the Glenn County Office of Education to assist with student interventions, parent education, and staff professional development. The addition of our Community School program has also bolstered SEL and mental health supports with the creation of two Wellness Coach positions and a community partnership with Norther Valley Indian Health who provides therapy to our district students.

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.

Strengths:

Kelvin survey results indicate that a majority of students report favorable perceptions of Safety and Connection, with many responses in the 75–100% favorable range, suggesting that students generally feel safe and supported at school . Similarly, CHKS data shows that a majority of students report positive relationships with caring adults and high expectations, as well as a sense of school connectedness. These findings reflect strong adult-student relationships and a positive foundation for learning.

Both data sources also highlight strengths in access to supports and culturally responsive environments, with many students indicating they have resources for coping and feel respected within the school setting. These results suggest that the district has established supportive conditions that promote student well-being for many students.

Areas of Need:

Despite these strengths, both Kelvin and CHKS data reveal inconsistencies in student experience. Kelvin results show variability in favorable responses, with some students reporting significantly lower perceptions of Safety and Connection, Emotional Experiences, and Opportunities for Student Voice and Leadership, indicating that not all students feel equally connected or supported.

CHKS data further identifies areas for improvement in meaningful participation, student voice, and social-emotional well-being, including a notable percentage of students reporting chronic sadness or emotional distress, as well as experiences with bullying or feeling unsafe.

Disaggregated CHKS data (by race/ethnicity, gender, English learner status, long-term English learner status, special education status, parental education, and living situation) indicates that some student groups experience lower levels of connectedness, safety, and engagement. This highlights a need to ensure more equitable access to positive school climate conditions.

Overall, the data demonstrates that while many students experience a positive and supportive school climate, there are gaps in consistency and equity across student groups. The district’s key learning is the need to build on existing strengths in relationships and safety while strengthening student voice, social-emotional supports, and equitable access to connected and safe learning environments for all students. WUSD is committed to building safe and secure environments for our students, staff, and families will thrive.

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.

Actions to address the identified needs:

The district has hired and maintains at least one full-time counselor at each school site. These counselors help increase parent and student knowledge and skills in college and career planning, understand graduation requirements, and raise awareness of intervention strategies and support programs within the community to help students reach their optimal potential.

The district has employed a full-time TOSA at the intermediate school to bolstering supervision and disciplinary services. In addition, WUSD has added three additional Yard Duty Supervisors to increase oversight and ensure a secure and well-managed environment for students. In addition, by investing in a part-time Community School Coordinator over student attendance, WUSD continues to collaborate with the School Attendance Review Board (SARB), the Community Health Department, and the Glenn County Office of Education to assist with student interventions, parent education, and staff professional development.

The recent implementation of the CCSP grant has already made a significant impact by adding additional SEL and mental health support through NVIH. Ongoing efforts will help foster deeper connections to other community services, contributing to positive student outcomes. The recent addition of two Wellness Coaches can help reduce the number of students who feel least connected to school, strengthen social-emotional supports, and support positive school climate relationships in an effort to ensure more equitable student experiences across the district. The LEA will consider employing a third Wellness Coach to provide a dedicated coach at each of the three comprehensive sites.

Certificated and Classified staff at the elementary school will participate in Capturing Kids' Hearts which is a relationship-centered framework that focuses on building strong connections, creating safe and supportive classroom environments, and teaching students social-emotional skills. It supports the identified needs by strengthening student belonging, increasing engagement and student voice, and promoting consistent, positive interactions across classrooms.

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)

Willows Unified School District (WUSD) monitors access to a broad course of study using a variety of locally selected tools across grade spans. At the elementary level, principals and instructional teams review site schedules and program rosters, as well as collaboratively design school schedules for in-class interventions, ELD, and other MTSS support elements; to ensure all students receive instruction in core academic subjects as well as physical education, visual and performing arts, and enrichment blocks. At the middle and high school levels, access is tracked through course catalogs, master schedules, counselor/student meetings, and annual academic planning aligned with graduation and A-G requirements. Disaggregated enrollment data is reviewed to ensure unduplicated students and students with exceptional needs have equitable access to elective and intervention offerings.

WUSD also uses tools such as student surveys, grade distribution analysis, curriculum maps, and grade/content scope and sequences aligned to the Common Core State Standards, and staffing data to assess instructional access and quality. Students with disabilities have access to general education courses with supports detailed in their IEPs. Furthermore, the District's expanding implementation of the Community Schools model will further align academic and enrichment offerings to student interest and community input, improving access for historically underserved populations.

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)

Across Willows Unified School District (WUSD), students have increasing opportunities to access and enroll in a broad course of study aligned with their needs, interests, and postsecondary goals. Course access is supported through individualized academic planning, inclusive scheduling, and programmatic offerings across all sites. Recent data reflects consistent progress in several areas: The LEA sees growth in the percentage of students who placed “prepared” on the College/Career Indicator which increased 32.3% to 64.6% in 2024/25 compared to 2023/24. Additionally, the percentage of students who passed an Advanced Placement increased by approximately 6.5% from 2023/24 to 2024/25. In addition, the percentage of graduates who completed a Career and Technical Education course of study increased by 10 students: 70 CTE completers in 2024/25 as compared to 60 CTE Completers in 2023/24 according to CALPADS reports; while the number of students participating in a Dual Enrollment junior college program increased 2.5% (264 students) in 2025/26, from the 60.5% (256 students) of 2024/25.

While access is generally equitable across sites, enrollment data reveals that some unduplicated student groups—including low-income and English Learner students—remain underrepresented in AP and CTE pathways. WUSD is actively reviewing enrollment trends by subgroup and expanding supports such as targeted counseling, course planning, and program awareness campaigns to close these gaps. The Community Schools initiative will also help align academic and enrichment offerings with student voice and ensure all students have meaningful access to a broad, engaging, and inclusive 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)

Willows Unified School District (WUSD) has identified several ongoing barriers that limit full access to a broad course of study for all students. Staffing shortages—particularly in specialized credential areas such as science, electives, CTE, and AP courses—remain a primary constraint. Limited funding to support part-time staff, electives, or low-enrollment sections further restricts course availability, especially for smaller, rural schools. Additionally, conflicts in student schedules and class size minimums create challenges for students with enrolling in desired courses, particularly when balancing graduation requirements, accessing support services, and selecting electives.

Physical infrastructure and access to up-to-date equipment and materials also affect our ability to expand hands-on and technology-integrated course offerings. These issues disproportionately impact students at smaller, rural schools and those from unduplicated student groups, who may lack the same access to pathway-aligned options due to resource limitations.

In response, WUSD is conducting ongoing curriculum reviews, analyzing student course requests, and leveraging student survey data and WASC recommendations to guide future course planning. In addition, we are also exploring shared staffing models to enhance access to a broader array of academic and enrichment opportunities across all schools.

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

A small, rural district, WUSD schools offer students access to a limited broad course of study. Some of the tools and indicators used at each site to track the extent to which students have access to a broad course of study include the following: the high school master schedule; course catalog; counselor/student meetings; student surveys; grades;

staffing levels; curriculum assessments and analysis related to the Common Core State Standards; and individual instruction and programs geared toward students' needs and graduation requirements. Students have the opportunity to choose and enroll in courses that meet their needs, interests, and preparation for graduation.

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

WUSD will continue to work to help ensure that all students have increased access to a broad course of study through ongoing curriculum analysis and evaluation of students' needs; investigating additional electives and CTE pathways for possible inclusion in the master schedule; and by analyzing and implementing Western Association of Schools and Colleges (WASC) development and findings, as well as student surveys, to help assess the needs for the next school year. WUSD will also work to align schedules between sites to better facilitate the sharing of staff. Additionally, WUSD will continue to partner with local community colleges to provide dual enrolled courses and access to courses it may not be able to provide. Lastly, WUSD will continue to work with teachers to obtain the credentials needed to provide students with a broad 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]
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.					

Coordinating Instruction	1	2	3	4	5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					

Coordinating Services	1	2	3	4	5
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					