

Optional Narrative

The Arvin Union School District serves approximately 3000 students in Transitional Kindergarten through Eighth Grade at four schools. Personnel are dedicated to expanding academic, physical, behavioral, and mental health services with support from supplemental funds. Many Arvin students are affected by poverty, a digital divide, learning a second language, and limited services due to our geographic location. Our district has battled to overcome these challenges along with impacts of COVID-19.

Self-Reflection Tool – Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe/Clean/Functional School Facilities

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below.

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

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

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

Optional Narrative

The Arvin Union School District is proud of fully compliant Williams Act Reviews for all four quarters and anticipates future successful reviews due to proactive practices throughout departments designated to this work.

Self-Reflection Tool – Priority 2 – Implementation of State Academic Standards

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

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

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

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

The Arvin Union School District annually measures its implementation of state standards through a review of data outcomes using state summative and local formative assessments which provide insight to student growth, patterns of learning, and areas of need in regard to standards attainment. Staff at each site complete sections of a "Learning by Doing" collaboration survey in which teachers reflect on standards implementation and use of standards to drive instruction. The district also utilizes the Butte County Office of Education/California State Standards Implementation metric for English Language Arts, Mathematics, Social Studies, Science, and English Language Development in order to gauge implementation on a continuum of growth. This facilitates focused attention to individual standards within each content areas rubric with the goal of progressing across the metric toward full implementation/building capacity. District walkthroughs, in conjunction with site schedules and grade level learning windows, provide additional insight into growth, current implementation levels, and next steps. We have chosen these tools to ensure our district is making decisions based on information

gathered from staff first hand and that our analysis reflects actual implementation in the classroom. After gathering data we have identified the following: English Language Arts implementation has been identified as Level 3 with strengths in planning and instruction and needs in use of assessments. Math implementation has been identified as Level 3 with strengths in standards and frameworks and planning and needs in instruction, addressing math practices, and use of assessments. English Language Development implementation has been identified as Level 3 with strengths in defined program and standards implementation with needs in use of data, family engagement, and professional learning. History/Social Science and Physical Education/Health implementation has been identified as Level 2 while Science has been identified as a Level 1. The district implements Dual Immersion classes to provide World Language Access and this has been identified as a Level 3. Grades K through Sixth receive art instruction on a rotating basis from a single subject art teacher focused on foundational art skills. Art electives are available at the middle school which expand students' exposure to multiple art medias with implementation at a Level 3. District and site leadership are focused on building a shared depth of understanding and identifying gaps to move beyond the current implement levels specifically focused on math and ELD for the upcoming school year. We continue to embrace new course offerings and inclusion and support of all students in order to achieve our mission of "Every Student Learning, Every Day, No Matter What It Takes".

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

The impact of COVID relative to learning and working from home environments deeply affected student achievement as well as staff professional development as logistics and structures for distance learning basics were key focus areas. Structures new to all including use of Chromebooks at home, implementation of CANVAS as a learning platform, and daily challenges with internet were the forefront of attention for much of the school year. Instructional staff overcame many barriers and ended the school year having conquered use of technology for instruction in new ways and innovatively collaborating to address unprecedented challenges.

Self-Reflection Tool – Priority 3 – Parent Engagement

Standard: The local educational agency (LEA) annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting and to stakeholders and the public through the California School Dashboard (Dashboard).

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

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

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

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

3 – Initial Implementation

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

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

3 – Initial Implementation

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

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

3 – Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

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

3 – Initial Implementation

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

The District's current strength is implementation of platforms to promote 2 way communication including Zoom, Teams, and Parent Square all implemented this past year as means of alternate communication methods when in-person was not possible. These platforms continue into the 2021-2022 school year to promote a home-school connection. The district has created an LCAP goal specifically targeted to welcome environments and respectful relationships with action steps including personnel assigned to reach out to families from the site, district, and Family Resource Center Level to increase engagement of underrepresented families.

Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *

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

2 – Beginning Development

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

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

2 – Beginning Development

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *

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

2 – Beginning Development

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

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

2 – Beginning Development

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Title I Parent meetings, Open House, Parent Conferences and Family workshops are designed with the intent to develop a partnership between the district and families. Implementation of multiple opportunities for parents to engage with instructional support and to expand their role in their child's education is our focus through continued virtual means to promote the safest manner and structure possible given current times. Progress in direct teacher/student/family connection is promoted through teams, CANVAS, and Parent Square. A focus for improvement has been identified through parent input which requested support with workshops to access digital platforms and focusing on "what to do" to support student/family needs beyond explaining outcome data.

Seeking Input for Decision Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

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

3 – Initial Implementation

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

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

2 – Beginning Development

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *

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

3 – Initial Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *

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

2 – Beginning Development

Briefly describe the LEA's current strengths and progress in this area and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families. *

Full implementation of "Coffee with the Principal" and Parent Advisory Meetings within Preschool and Migrant has promoted parent engagement in informal conversations which has led to increased numbers attending, especially with digital platforms with which to engage. This extends into social media sites which attract attention and have developed a following of parents. These informal settings initially garner interest in school activities and have promoted increased interest in governance. Capitalizing on this foundation and encouraging parent input gathered through increasing surveys/meetings supported through technology is an area of progress. A new Parent Ambassador position has been created to promote a deeper understanding of educational processes, funding, and use of data to drive improvement.

Self-Reflection Tool – Priority 6 – School Climate

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

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

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

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The district utilizes the California Healthy Kids Survey as a measure of School Climate. The survey, conducted during the 2020-2021 school year, district-wide indicates strength areas of High Expectations of students from adults at school.

Middle school surveys indicate a strength in academic motivation. Elementary strengths indicate feeling safe at school and rule clarity. Focus areas for school sites have been facilities upkeep, socio-emotional learning supports, caring adults at school, and promotion of parent involvement in schooling. Meaningful participation and maintaining focus on school work at the middle school level continue to be areas of concern that are being addressed through professional development this year in conjunction with meaningful engagement. The district has implemented PBIS Rewards online, RULER for Socio-emotional support, continues with social workers at each site, and continues to implement an Alternative Learning Academy for restorative practices. Each of these has impacted students in positive ways even as measuring differed given the impact of a full year of the majority of students on distance learning. School connectedness, perceived school safety and meaningful engagement are identified in Goal 1 of our LCAP and, as focus areas, will be embedded into professional development and as part of walkthrough feedback in relation to implementation of the Thoughtful Classroom Teacher Effectiveness Framework. Refresher courses have been held for returning staff and onboarding for new staff at the district and site levels as part of return to school professional development and ongoing meetings/workshops.

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

We continue our campaigns in the return to school setting with a focus on fidelity of implementation to support continued growth.

Self-Reflection Tool – Priority 7 – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The district uses site-based master schedules constructed based on basic course offerings. Master schedules also include electives at the middle school and single subject enrichment classes at the elementary sites.

The district has committed a consistent and coherent general education program throughout our school sites and to expanded services including Dual Immersion, AVID, Summer School, and enrichment courses which are focused on serving low income, English Learners, and foster youth.

A classroom walkthrough tool is utilized to provide program feedback for implementation of Designated and Integrated ELD to support English Learners. Class lists are developed to identify student proficiency levels and utilized to formulate plans for targeted instruction.

A new foster youth survey will be implemented this year to measure awareness of programs and services and to provide information regarding needs to ensure access to desired programs and services.

Student IEP's are reviewed regularly to ensure appropriate placement and services are provided to each student. A program checklist is being developed to facilitate oversight of pathways that maximize least restrictive environment services through 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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Master schedules are constructed with time periods and pathways to ensure student groups including Students with Special Needs, English Learners, low income, and foster youth have access to a broad course of study. AVID has been expanded from an elective course, which is still offered at the middle school, to a district wide program implemented in all classrooms. Schedules are created by elementary PE, music, and art teachers to ensure students TK-6 have full access to enrichment. Master schedules, including Independent Study, include specific blocks of time to address Designated English Language

Development. . Integrated English Language Development is supported through Learning Window development focused on selected vocabulary, foundational sentence structures, and ensuring students have access to interacting in meaningful ways.

At the elementary level, if programs are full at one site, families have the opportunity to transfer to another school in order to participate in desired programs such as Dual Immersion. Summer school was offered this year in person as well as through a virtual program to support students affected by COVID or transportation needs.

The district implementation of a survey for foster families will provide actionable baseline data to meet needs yet undetermined.

The district is working diligently to ensure Students with Special Needs have equitable access and ensure special needs are met.

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.

Coursework guidelines, credentialing needs, and program expectations limit access of Special Education Students to Independent Study as well as the district's Alternate Learning Academy. This also limits students in the Dual Immersion Program when their families select Independent Study due to low numbers of enrollment and the need for teachers already teaching in the traditional setting. Although the district has purchased one to one Chromebooks and wifi devices for all students of need, the geography of certain households prevents full access to opportunities as internet connections are not supported by current infrastructure affecting homework, Independent study, and form of remote work outside the school service area. As middle school students complete annual elective surveys, some class offerings are limited in number as only one or two teachers at the site may hold a specialized credential and student choices vary year to year. The teacher shortage is a barrier faced by our district among many especially in areas requiring specialized certification particularly special education.

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?

The district will continue in-depth analysis of certificated staff credentials and authorizations and will implement additional course offerings to all students as they become possible. Master schedules are constructed based on basic course offerings and additional electives added as credentialing or new hires to expand programs allow. Principals and district directors work with grade level teams and content clusters each spring to ensure students have access and are enrolled to the broadest extent possible while meeting basic course needs. The district continues to diligently recruit for specialized credential holders including BCLAD, Single Subject, and Special Education teachers.