

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Oak Valley UESD	Heather Pilgrim, Ed.S. Superintendent	h.pilgrim@oakvalleyschool.org 559-688-2908

Introduction

The 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 a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- 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.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA 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; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

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 at a regularly scheduled meeting 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 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 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 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 at a regularly scheduled meeting 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 county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting 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 at a regularly scheduled meeting 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 misassignments of teachers of ELs, 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)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	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)

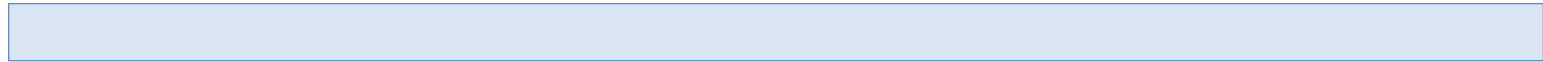
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

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



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

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

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				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

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

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Building Relationships	1	2	3	4	5
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.				4	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.				4	

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.		2			
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.					5

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.

Based on parent and teacher surveys, each party feels very comfortable approaching the other about discussing student progress (88% teacher response, 96% parent response). Overall, 68% of our teachers provided some type of activity, in-class or out of class, during the year that included some type of parent participation. There were 1,065 class posts on Parent Square and of parents surveyed, 91% feel that they receive regular feedback on their child's progress and an increase of communication of student expectations. Although there was an increase in communication from teacher to parent, there was a decrease in percentage of teachers feeling like parents are respectful towards them during the communication. Yet, parents responded that they felt that teachers are respectful towards them at 93%. Parents do not feel that they are represented by parent groups (58%) and they do not feel empowered to play a meaningful role in decision making at the school (56%).

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.

Focus area 1): Increase communication from teachers to parents. The district would like to see an increase in Parent Square notifications about in class activities, student expectations, and progress monitoring.
 Focus area 2): Include more cultural events at the school in order for families to feel more welcomed and accepted by the school.
 Focus area 3): Increase the amount of parents represented at SSC/ELAC, Principal and Pastries, and Soup with the Sup so that they are an integral part of the decision making process.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Oak Valley has always been known for its small, family-like environment due to its small size. Although, through various parent surveys it has been recognize that there is a small group of ELL families that do not feel supported and do not feel comfortable in talking with their teacher. This could be due to a language barrier but also because of a cultural barrier. The district does have a Bilingual Aide and a new ELD Coordinator that will help in making connections with bilingual families but this is an area that can continue to be developed.

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):

Rating Scale (lowest to highest) -

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

Building Partnerships	1	2	3	4	5
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.	1				
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

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

- 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.

The SPED department does an outstanding job communicating and meeting with families. They spend ample time discussing with parents how their child is performing and explains various avenues to support their child at home. The School Counselor also makes deep connections with students and their parents when working through highly sensitive situations and also meets the needs of our homeless population by providing various resources and completes outreach activities. The counselor, additionally, works with community members in providing a Career Day for the middle school students in order for them to start to recognize and engage in the community around them. The Intervention Resource Center has been created in hopes of including families more often in meetings and provide various trainings such as PIQE and Latino Family Literacy Project. The Bilingual Aide has also worked diligently at making contact with our migrant parents and ELL parents. Twice a year teachers meet with 100% of their parents during parent conferences. There is one area that we can improve upon and that is in providing professional learning and support to teachers and the principal to improve our capacity to partner with families to ensure their feeling welcome at school. Parents have indicated that they would like to participate within the classroom more, especially coming off the pandemic. Therefore the district will provide additional opportunities for families on site by setting classroom engagement goals.

- 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.

Focus area 1): increase parent/teacher positive relationship percentages on the Youth Truth survey given annually.
 Focus area 2): expand the career fair to include additional 4-5 speakers.
 Focus area 3): create cultural events throughout the year by inviting cultural community members such as folkloric dancers, to the campus at lunch time, etc. in order to celebrate diversity.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The family portion of the Youth Truth survey indicated that only 58% of the respondents feel that their represented by parent/family groups. This is down from 68% the previous year. The district plans on working more closely with the PTO to include more cultural events throughout the year . The district will also utilize the new ELD Coordinator in the efforts to increase ELL parents representation at quarterly SSC/ELAC meetings. The district will also bring back PIQE, Parent Institute for Quality Education, for parents to participate in. It was interrupted by the pandemic.

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):

Rating Scale (lowest to highest) -

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

Seeking Input	1	2	3	4	5
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.		2			
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.		2			
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.		2			
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.		2			

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

- 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.

The district has ample avenues to take to communicate with parents i.e. Parent Square, Google Classroom, flyers home, Principal and Pastries, SSC/ELAC. Communication is always delivered in Spanish as well. The district consistently invites parents to participate.

- 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.

During the 2021-22 school year a new slate of officers were elected for the PTO and the parents were more culturally diverse than in the past. Therefore, the district anticipates that families will feel more comfortable with the representation on the PTO. Although, parents still need to understand their role in the organization and be

encouraged to participate in SSC/ELAC and other parent meetings. This is where training opportunities on best practices to get parents more involved would be helpful. Merely inviting parents to meet at various time throughout the year is not working. Therefore, PIQE will be brought back, Latino Family Literacy Project will be implemented, and the bilingual ELD Coordinator will be asked to engage with under-represented families more frequently. Another area that the district can improve on is disaggregating data by student groups more frequently so that there is a more strategic approach to their achievement.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Additional one-on-one phone conversations and parent conferences will be encouraged by the school counselor, teachers, Principal, and the ELD Coordinator in order to give individual attention to families. Making meaningful connections is a best practice that will improve relationships. Utilizing the Family Engagement Toolkit district wide will also help. One strategy that seemed to work this year was including a brief survey at Open House and the parents that responded got their child placed in a raffle for a bike at each grade level, boy and girl. Approximately 75% of parents completed the survey. An increase from the average 25-35% survey participation. The school counselor has been attending county meetings as our homeless liaison to increase ways of supporting our students and our District Student Services Secretary has been helpful in identifying who our homeless students are. She notifies administration and the counselor when a child has been identified as homeless so that resources such as our hygiene kits and school supplies can be offered. The migrant department at the county also meets with the Superintendent a couple times a year to discuss how to serve our migrant students through after school tutoring and any other additional resources needed such as technology for home use.

School Climate (LCFF Priority 6)

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 (response limited to 3,000 characters). 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.

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 participates in a survey called Youth Truth. This survey digs a little deeper into more sensitive topics such as diversity and socio-emotional well-being. It was important that these questions are asked of our youth especially because of the effects of the pandemic.

The findings were broken up by 3rd-5th grade responses and 6th-8th grade responses and the district decided to hone in on 4 areas: 1)feeling safe at school, 2) feeling connected to the school, 3) the presence of a caring adult, and for 6th-8th grade only 4) diversity in posters, publications, textbooks, and content. The survey was extensive but for this report, the district will focus on just these four areas.

DATA:

- 1) Feeling safe at school: 3rd-5th grade 73%, 6-8th grade 66%
- 2) Connectedness to school: 3rd-5th grade 70%, 6-8th grade 69%
- 3) Presence of a Caring adult: 3rd-5th grade 64%, 6-8th grade 58%

4) Diversity in posters, publications, textbooks, and content: 6-8th grade 36%

MEANING

Younger students in the 3rd-5th grade survey group, when looking at ethnicity student groups, consistently feel the same about safety. It is when the students are older in middle school where there is a difference in feeling safe by ethnicity. Hispanic students feel less safe than their white student counterpart, 59% to 86%. Another interesting data point is that 3rd-5th grade white students feel less connected, 50%, to school versus 74% of Hispanic students feeling connected but at the middle school level they are virtually the same percentage, 71% feeling connected. Lastly, overwhelmingly white students in both grade level groups, have identified that there is a caring adult to talk to, 78% (elem) and 86% (MS), versus only 60% (elem) and 54% (MS) of Hispanic students being able to identify a caring adult.

USE

The school counselor has been instrumental in providing mental health support to our students and the district was able to bring on a male, Hispanic counseling tech to support the counselor. His presence has created a positive connection with our middle school boys. The district will continue to have both positions next year and anticipate that the middle school percentages will increase when asked again if there is a caring adult they can connect to. All students' safety was in jeopardy when a fearful, weapon incident occurred on campus just prior to this survey. The district also anticipates there will be an increase of positive safety response next year with the addition of the SRO and other safety measures that have been put in place since. The district will strive to include more cultural events throughout the year so that younger students feel represented at school. It will also be a good idea to encourage teachers to provide more culturally diverse posters, books, etc. in the classroom.

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)
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)
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)
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)

The Oak Valley Middle School (6th-8th grade) offers a variety of electives and prides itself on offering courses in VAPA, Agriculture, STEM, and Leadership. We have a new scheduling system for the middle school students that ensures that all students have the opportunity to be exposed to two elective courses by offering a more high-school like schedule versus self-contained classrooms. We were afforded this opportunity due to teachers having single subject add-on credentials. Unfortunately, ELD, intervention, and SPED students only receive one elective. Being a small, rural school does not allow us the opportunity to have enough teachers for multiple course offerings. The district is implementing an intense Intervention Department made up of an Intervention teacher and 3 paraprofessionals in order to focus in on TK-3rd grade interventions to increase the reclassifications rate by 3rd grade, prior to an ELL becoming a Long Term ELL. There would also be an increase of English only students reading

on grade level too so there would be less middle school students pulled out for intervention and would allow all reclassified ELL's to have two period of electives while in middle school.

Our TK-5th grade have opportunities to participate in Art, Ag, STEM, and Music during their teachers prep time. The district hired an Agricultural teacher to implement a robust 4H program for 1st thru 8th grade and was just recently approved as an in-school 4H district. The district has also converted a computer lab into a STEM lab in order to expose all children to maker's space, robotics, and problem solving activities with their peers.

In addition, the district is budgeting for more standards-based field trip opportunities for each grade level and staying consistent each year with the same field trips so that students can get excited and look forward to where they will go next in their next grade level. The library received a make-over with new furniture, technology, and the part-time library tech moved to full time in order to expose our students to experiences such as virtual Author Talks, virtual field trips, and maker's space. A small rural school may be limited by staffing, but we can get creative with exposing our children to a broad course of curriculum through virtual and in person field trip experiences.