

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

**mail original and two copies to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): ARVIN UNION SCHOOL DISTRICT

County/District Code: 1563313

Dates of Plan Duration: August 2008 - August 2011

Date of Local Governing Board Approval: September 16, 2008

District Superintendent: Jerelle Kavanagh
Address: 737 Bear Mountain Boulevard
City: Arvin, Calif Zip code: 93203
Phone: 661-854-6500 Fax: 661-854-2362

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Jerelle Kavanagh 9-16-08
Printed or typed name of Superintendent Date Signature of Superintendent

Bill Stoner 9-16-08
Printed or typed name of Board President Date Signature of Board President

Rubric for Evaluating PI Year 3 LEA Plan Revisions

	Page Number	Item Number
Instructional Materials: Mathematics		
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:	26 34	Math B-1 Math D-1
<ul style="list-style-type: none"> ▪ Identifies core programs currently in place and describes current levels of adoption 	24 26	Math A-1 Math B-1
<ul style="list-style-type: none"> ▪ Describes intervention materials currently in place for students working below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level 	27 35	Math B-2 Math E-1
<ul style="list-style-type: none"> ▪ Describes how materials are adapted for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum) 	25 37 38 40-41	Math A-5 Math E-3b,c Math E-4 EL-3
2. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by FALL 2009, including steps the LEA will take to:	27-28	Math B-3
<ul style="list-style-type: none"> • Review and/or pilot the materials 	25	Math A-6a,b
<ul style="list-style-type: none"> • Purchase the materials (includes identified sources of funds) 	25	Math A-6c
<ul style="list-style-type: none"> • Distribute all materials to teachers before the beginning of the 2009-10 school year so that students have them at the beginning of the year 	26	Math A-6d

Rubric for Evaluating PI Year 3 LEA Plan Revisions

Required Elements	Page Number	Item Number
Instructional Materials: English-Language Arts (ELA)		
1. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in ELA	9-10 18	ELA B-1 ELA D-1, 2
<ul style="list-style-type: none"> ▪ Identifies core programs currently in place and describes current levels of adoption 	7 9-10	ELA A-1,2,3 ELA B-1
<ul style="list-style-type: none"> ▪ Describes intervention materials for students performing below grade level, including strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level 	8 10-11 19-20	ELA A-6 ELA B-2 ELA E-1,2
<ul style="list-style-type: none"> ▪ Describes differentiated approaches for English learners (universal access materials and strategies within core instruction) 	8 41	ELA A-5 EL-4
<ul style="list-style-type: none"> ▪ Describes differentiated approaches for students with disabilities (universal access materials and strategies within core instruction) 	7-8 21-22	ELA A-4 ELA E-3
2. The plan clearly outlines the district process to adopt and phase-in the ELA curriculum adopted in 2008 by fall 2010, including steps the LEA will take to:	11-12	ELA B-3
<ul style="list-style-type: none"> ▪ Review and/or pilot the materials 	9	ELA A7a,b
<ul style="list-style-type: none"> ▪ Purchase the materials (includes identified sources of funds) 	9	ELA A-7c
<ul style="list-style-type: none"> ▪ Distribute all materials to teachers before the beginning of the 2010-11 school year so that students have them at the beginning of the year 	9	ELA 7-d

Rubric for Evaluating PI Year 3 LEA Plan Revisions

Required Elements	Page Number	Item Number
Professional Development for Teachers		
1. The plan addresses the professional development needs of all mathematics teachers		
<ul style="list-style-type: none"> ▪ Documents the percent of mathematics teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district 	29	Math C
<ul style="list-style-type: none"> ▪ Documents schedule to provide all mathematics teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted mathematics curriculum 	29-30	Math C-1
2. The plan addresses the professional development needs of all ELA teachers		
<ul style="list-style-type: none"> • Documents the percent of ELA teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district 	13	ELA-C
<ul style="list-style-type: none"> • Documents steps to provide and monitor completion of SB 472 for all ELA teachers who have not yet completed the institute and/or practicum in the currently adopted curriculum 	13-14	ELA C-1
<ul style="list-style-type: none"> • Documents schedule to provide all ELA teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted ELA curriculum 	15	ELA C-6
3. The plan addresses the need for all teachers of English Learners to complete SB 472 English Learner Professional Development (ELPD) after completing the initial 40-hour SB 472 institute	13-14	ELA C-1

Rubric for Evaluating PI Year 3 LEA Plan Revisions

Required Elements	Page Number	Item Number
Professional Development for Administrators		
1. The plan addresses the professional development needs of all administrators		
<ul style="list-style-type: none"> ▪ Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent curricula adopted by the district 	17 33	ELA C-9 Math C-9
<ul style="list-style-type: none"> ▪ Documents steps to provide AB 430 training for all administrators who have not completed the institute and/or practicum 	17 33	ELA C-10,11 Math C-10,11
<ul style="list-style-type: none"> ▪ Documents steps to provide administrators with training on the implementation of English learner programs, including Specially Designed Academic Instruction in English (SDAIE) 	17 33	ELA C-12,13 Math C-12,13
<ul style="list-style-type: none"> ▪ Documents steps to provide administrators with training on the implementation of programs for students with disabilities, including Response to Intervention (RtI) 	17 33	ELA C-14 Math C-14

Rubric for Evaluating PI Year 3 LEA Plan Revisions

Required Elements	Page Number	Item Number
Focus on High Priority Students		
1. The plan addresses the fundamental learning needs of English learners		
<ul style="list-style-type: none"> • Documents presence of or actions taken to provide ELD classes 	39-40	EL 1,2
<ul style="list-style-type: none"> • Documents district policies for placing English learners in ELD classes (as well as policies for exit from ELD) 	39	EL 2-a
<ul style="list-style-type: none"> • Documents instructional delivery strategies that render content comprehensible to students learning English 	22-23 40-41	ELA E-4 EL-3
2. The plan addresses the fundamental learning needs of students with disabilities	21-22 36-37	ELA E-3 Math E-3
<ul style="list-style-type: none"> • Documents presence of or actions taken to provide support for teachers delivering specialized instruction to students with disabilities 	14-15 31	ELA C-4 Math C-5
<ul style="list-style-type: none"> • Documents presence of, or actions taken to create, collaboration among general education and special education teachers by grade level or program 	15 31-32	ELA C-5 Math C-6
3. The plan addresses the fundamental learning needs of other high priority students		
<ul style="list-style-type: none"> ▪ Documents uniform use or development of diagnostic and placement tests to determine students requiring strategic or intensive intervention in English/reading/ language arts and mathematics and to place them in appropriate intervention classes 	11 20 27 35-36	ELA B-2b ELA E-2b,c Math B-2b Math E1,2
<ul style="list-style-type: none"> ▪ Documents presence of, or plans to provide, SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/English-language arts and/or mathematics 	19 23 35-36 38	ELA E-1,2 ELA E-5 Math E-1,2 Math E-4
<ul style="list-style-type: none"> ▪ Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in reading/English-language arts and/or mathematics 	9-10 10-11 27	ELA B-1 ELA B-2 Math B-2

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
A. <u>Alignment of Instruction with Content Standards</u>						
(ELA Instructional Materials Rubric Item #1)						
1. The district will continue to provide to all K-5 teachers the Houghton Mifflin SBE-adopted core instructional programs and materials in English/language arts (ELA) including strategic interventions and will document that all teachers use the approved materials appropriately for every student on a daily basis.	Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches	1. 8/08-5/09	Replacement of materials ancillary materials	1. Williams Act materials list, classroom observation data	A. 1-7 \$20,000	(7156) (6300)
2. The district will continue to provide to all grade 6-8 teachers the Prentice Hall SBE-adopted core instructional programs and materials in ELA including strategic interventions and will document that all teachers use the approved materials appropriately for every student on a daily basis.	Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches	2. 5/08-5/09	Replacement of materials and	2. Williams Act materials list, classroom lists, observation data		(7156) (6300)
3. The district will continue to provide and teachers will use daily SBE-approved materials to fully implement the High Point intensive-level intervention program at the middle school, as approved for students, based on need.	Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches	3. 8/08-5/09	Replacement of materials	3. Classroom observation data, lesson plans		(7156) (6300)
4. The district will continue to provide a continuum of locally and SBE-adopted ELA materials, to students with disabilities, based on need, as identified in IEP goals that includes: <ul style="list-style-type: none"> • Extra Support material listed in each of the respective curriculum inventories from the Houghton Mifflin and Prentice Hall Curriculum as appropriate, based on the present levels of student performance. 	Superintendent, Assist. Supt., Special Ed. Director, Principals, Assist. Principals, Coaches	4. 8/08-5/09	Replacement of materials	4. IEP Goals, lesson plans, observation data, assessment data		(7156) (6300)

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Reading First approved supplementary materials listed in the Reading First inventory of materials. • Edmark supplementary materials for additional comprehension, phonics and fluency support. • Corrective Reading and High Point Curriculum for grades 4-6 SDC students, as appropriate to assessed need. <p>5. The district will continue to provide SBE-adopted curriculum for English Language Development to meet the English proficiency level needs of all EL students:</p> <ul style="list-style-type: none"> • High Point and English Now! for grades 6-8. • Avenues for Grades K-5. <p>6. The district will create an interim plan to appropriately provide intensive level ELA intervention curriculum to all intensive-level students in grades 4-6 until the 2008 ELA adoption is fully implemented. This plan will include all of the action steps listed in ELA Action Step E-2 as well as the following:</p> <p>a. The district will review all High Point and Corrective Reading curriculum currently available in the district.</p> <p>b. The district will purchase additional materials, if necessary to enable all schools with grades 4-6 the ability to provide intensive-level ELA intervention to all intensive level students based upon the criteria described in ELA Action Step E-2b.</p> <p>c. The district will distribute the High Point levels Basic, A, B and C as well as the Corrective Reading to all schools with grades 4-6 based upon students' assessed needs.</p> <p>d. The district will ensure that all teachers of intensive-level ELA programs receive appropriate training, as outlined in the Professional Development Plan prior to the implementation of the programs.</p> <p>e. All schools with grades 4-6 will have and implement the SBE-adopted intensive level curriculum with students identified as more than two years below</p>	<p>Superintendent, Assist. Supt., EL Coordinator, Principals, Coaches</p> <p>Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches</p>	<p>5. 8/08-5/10</p> <p>6a. 8/08.</p> <p>6b. 8/08-1/09</p> <p>6c-e. 1/09</p>	<p>Replacement costs of materials</p> <p>6a. N/A</p> <p>6b. Possible replacement of materials-To Be Determined (TBD)</p> <p>6d. Professional development, as detailed in PD Plan</p>	<p>5. ELD observation data, ELD lesson plans, EL proficiency level data</p> <p>6a-e. Interim Intervention Plan, Purchase orders, Williams Act Textbooks inventories, lesson plans, observation data</p>	<p>\$5,000</p> <p>N/A</p> <p>N/A</p> <p>TBD</p> <p>TBD</p>	<p>(7156) (6300)</p> <p>N/A</p> <p>N/A</p> <p>(7156)</p> <p>(7250)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>grade level.</p> <p>(ELA Instructional Materials Rubric Item #2, Bullets 1-3)</p> <p>7. The district will adopt and phase-in the 2008 ELA curriculum with the following process:</p> <p>a. The district will create a representative committee comprised of ELA teachers and site and district administrators to facilitate the 2008 ELA adoption process.</p> <p>b. The district’s ELA curriculum-adoption committee will utilize the “Toolkit” provided by CISC to review and/or pilot and select the 2008 ELA curriculum adoptions for all grade levels, as appropriate.</p> <p>c. The district will purchase curriculum materials district-wide for grades K-6 and grades 7-8, respectively, including intervention and support materials to meet the needs of all students, and to comply with the Williams Act requirements for instructional materials.</p> <p>d. The district will distribute all core and intervention curriculum, as appropriate, to each teacher of ELA for full implementation before the beginning of the 2010 school year.</p>	<p>Superintendent, Assist. Supt., Student Services Directors, Principals, Coordinators</p>	<p>7a. 2/09-5/09</p> <p>7b. 2/09-6/09</p> <p>7c. 7/10</p> <p>7d. 8/10</p>	<p>7c. Materials and supplies</p>	<p>7a-b. Williams Inventories, Committee list, meeting rosters, Meeting notes, Board approval minutes</p> <p>7c. Purchase orders, Williams Inventory</p> <p>7d. Williams Act inventories, classroom observation data, lesson plans</p>	<p>\$300,000</p>	<p>(7156) (6300)</p>
<p><u>B. Use of Standards-aligned Instructional Materials and Strategies</u></p> <p>(ELA Instructional Materials Rubric, Item #1)</p> <p>1. The district will fully implement the currently adopted Houghton Mifflin ELA curriculum, with fidelity in all K-5 classrooms and will fully implement the currently adopted Prentice Hall ELA curriculum in all grades 6-8 classrooms through the following actions:</p> <p>a. Provide a continuum of program options to meet the individual needs of all students, including students with disabilities and English language learners as written in action steps throughout this plan:</p> <ul style="list-style-type: none"> • Strategic and intensive ELA interventions. 	<p>Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches, Directors, Coordinators</p>	<p>1a. 1/09</p>		<p>1. Textbook Inventory, classroom observation data</p> <p>1a. IEPs, William’s Act inventories, Interim Intervention plan</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Use of core and district-approved support materials for all student needs, including English learners, as listed in the district’s curriculum inventory of materials for each program. • Use of specialized settings, when appropriate. <p>b. Review all school schedules to ensure that all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level as outlined in the 2007 California State Framework for ELA:</p> <ul style="list-style-type: none"> • Grade K: 1.5 hours daily • Grades 1-3: 3.0 hours daily • Grades 4-6: 2.5 hours daily • Grades 7-8: 1 to 2.0 hours daily <p>c. Explore the possibility of increasing the instructional minutes of the K-6 school day to accommodate greater flexibility in the daily schedule for core and ELA intervention programs.</p> <p>d. Review all ELA curricular programs to ensure that there is a standards-based, district-wide pacing guide that includes curriculum-embedded, formative and summative assessments, for each grade level and each adopted ELA program, including intervention.</p> <p>e. Ensure that all teachers are systematically using their grade-level pacing guide to administer common formative, curriculum-embedded assessments in ELA every 6-8 weeks as detailed in the Monitoring of Program Effectiveness action steps.</p> <p>(ELA Instructional Materials Rubric, Item #1, Bullet 2)</p> <p>2. The district will systematically provide strategic intervention time and materials to all strategic-level grade K-8 students, including English learners and students with disabilities, as outlined in the California State Framework for ELA through the following actions:</p> <p>a. Review school schedules to ensure that additional time has been allotted for strategic intervention at all</p>	<p>Superintendent Assist. Supt., Principals, Assist. Principals, ELA Coaches, Coordinators</p>	1b. 8/08, 1/09		1b. Master schedules	N/A	N/A
		1c. 8/09			N/A	N/A
		1d. 8/08, 1/09	1d. Hourly rates for teachers, coaches, coordinators to review pacing guides for each program	1d-e. Pacing guides, assessment calendar, Monitoring Effectiveness Plan	\$2,000	(7250)
		1e. 8/08-5/09			N/A	N/A
		2a. 11/08,5/09 biannual reviews	2a. N/A	2a-c. Interim Intervention Plan, master schedules,	N/A	N/A

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>curriculum-embedded formative and summative assessments for each grade level and each adopted ELA program, including intervention:</p> <ol style="list-style-type: none"> 1) Establish a representative committee of teachers, coaches and administrators from the district who will lead the development of grade-level pacing guides for each adopted ELA program, including intervention. 2) Provide time for the committee to work collaboratively to develop grade level pacing guides. 3) Review each ELA pacing guide with ELA teachers, including special education and intervention program teachers, respectively. 4) Distribute and implement the ELA pacing guides with all ELA programs, including intervention. 5) Monitor the implementation to ensure that all teachers are using them daily and are systematically administering formative, curriculum-embedded assessments every 6-8 weeks as outlined in their respective pacing guide. <p>c. The district will create a professional development plan to ensure that teachers of ELA core and intervention programs receive the SB 472 initial 40-hour training of the 2008 ELA adoption. (See Staff Development Action Step #6).</p> <p>d. The district will ensure that both the principal and vice principal, if applicable, for each school completes the SB 472 40-hour training for the 2008 ELA adoption or the AB 430 module 1, if not yet completed.</p> <p>4. The LEA will create fiscal policies and a resource allocation plan to fully implement the 9 EPCs in regard to ELA instruction:</p> <ol style="list-style-type: none"> a) Site administrators will receive and review their site budgets on a monthly basis. b) The LEA will annually review the LEA Plan and 	<p>Assist. Supt., Student Services Director, Special Ed. Director, Reading 1st Coordinator</p> <p>Superintendent, Assist. Supt., Directors, Principals, District Acct., Administrative Assistant</p>	3b1-3. 5/10-8/10	3b1-2. Teachers, coaches, coordinators, stipends and substitutes	3b1-5. Pacing guides, assessment calendars, monitoring calendars, committee rosters, sign-in sheets, Intervention Plan	\$3,000	(7250)
		3b4. 8/10	3b3-5. Coach and administrator time		N/A	N/A
		3b5. 8/10-5/11	3c. Training and registration			
		3c-d. 8/10-8/12	3d. Registration Cost	\$50,000	(7250) (4203) (6286)	
		4a-c. 8/08-8/10	4a-c. SPSA, LEA DAIT plan, Resource Allocation Plan, monthly budget report	\$8000	(7250)	

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>district will provide written feedback to teachers who are not making progress that will describe options and a timeline for teachers.</p>						
<p>2. The district will communicate with and train teachers, including special education teachers, in the district’s continuum of ELA curriculum and programs for strategic and intensive-level intervention, including the continuum of program options for students with disabilities as outlined in ELA Action Steps A4, B2,</p>	<p>Assist. Supt, Student Services Director, Special Ed. Director, EL Coordinator, Principals</p>	<p>2. 8/08-5/09</p>		<p>2. PCD Sign-in sheets, agendas, written policy,</p>	<p>N/A</p>	<p>N/A</p>
<p>3. The district will provide a continuum of professional development for teachers in ELA, including intervention, by:</p> <p>a. Documenting that each teacher has received training on Universal Access support materials.</p> <p>b. Documenting that each teacher has received training in specific research-based strategies appropriate for students with disabilities and English learners, including the Arvin Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding.</p> <p>c. The district will research options for providing in-classroom coaching support and will select an option that is most viable.</p> <p>d. The district will provide coaching support as needed, either based upon teacher request or based upon classroom observations by a site administrator or ELA coach.</p>	<p>Assist. Supt., Special Ed. Director, Student Services Director, Principals, Coaches</p>	<p>3a-b. 8/08-5/09</p> <p>3c-d. 8/08-5/09</p>	<p>3d. 7 ELA coaches @ 75% in classrooms</p>	<p>3a-b. Professional Development Matrix, Training documentation, sign-in sheets,</p> <p>3c. Coaching logs/notes/ Minutes</p> <p>3d. Coaches logs, written referrals</p>	<p>N/A</p> <p>N/A</p> <p>\$157,000</p>	<p>N/A</p> <p>N/A</p> <p>(7250) (3010) (7393)</p>
<p>(Focus on High Priority Students Rubric Item #2, Bullet 1)</p> <p>4. The district will continue to provide a continuum of support to teachers delivering specialized instruction to students with disabilities:</p> <p>a. Teachers will receive assistance from academic coaches or the district’s special education director, as determined by site administrators or personal request.</p>	<p>Assist. Supt., Special Ed. Director, Student Services Director, Principals</p>	<p>4a-b. 8/08-5/09</p>		<p>4a. Coaching logs, notes</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>b. Special education teachers will meet one time per month with one another and also with grade level or content-area teachers as described in Action Step 5 below.</p> <p>c. Teachers will complete the practicum hours for SB 472 in the SBE-adopted curriculum with which they currently instruct.</p> <p>d. Teachers will receive training on all district-approved curriculum materials with which they instruct.</p>		<p>4c. 8/08-8/10.</p> <p>4d. 8/09</p>		<p>4b. Collaborative meeting agendas, minutes, PD Matrix</p> <p>4c-d. SB 472 documentation of activity completion</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>(Focus on High Priority Students Rubric, Item #2, Bullet 2)</p> <p>5. The district will ensure that all teachers, including those who teach students with disabilities, meet collaboratively by grade level or department for one hour each month regarding the ELA curriculum and curriculum-embedded assessment data for the purpose of planning and guiding instruction.</p>	<p>Assist. Supt., Student Services Director, Special Ed. Director, Principals</p>	<p>5. 8/08-8/10</p>		<p>5. Collaborative meeting minutes, agendas, assessment data, lesson plans</p>	<p>N/A</p>	<p>N/A</p>
<p>6. The district will develop a protocol for site administrators to monitor the collaborative grade/department level meetings that will minimally require the collection and review of minutes and agendas from those meetings.</p>	<p>Assist Supt., Directors</p>	<p>6. 9/08</p>		<p>6. Professional Dev. Plan, Monitoring Effectiveness Plan</p>	<p>\$50,000</p>	<p>(7250) (4203) (3030)</p>
<p>(Professional Development Rubric-Teachers, Item #2, Bullet 3)</p> <p>7. The district will ensure that staff who provide direct instruction to students in ELA core and intervention programs, including special education teachers as appropriate to their assignment, receive the SB 472 initial 40-hour training in the 2008 ELA adoption in which they instruct:</p> <p>a. The district will revise its professional development plan outlined in Action Step 1 of this section, to include a matrix with which to track teachers' completion of the SB 472 initial and practicum hours for the 2008 ELA adoption.</p>	<p>Principals, Vice Principals, Directors, Coaches, Coordinators</p>	<p>7. 5/09-8/10</p> <p>7a. 5/09-8/10</p>	<p>Training and Registration</p>	<p>7. Written Professional Development Plan with matrix to include 2008 SB 472 ELA completion</p>	<p>\$2500.</p>	<p>(7250) (4203)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>b. The district will have one SB 472 approved trainer for each ELA adopted program who will assist with the training of ELA teachers in the district and who will provide support to those teachers in regard to implementation of the new adoption.</p> <p>8. The district will ensure that paraprofessionals and/or instructional aides, including those who work with English learners and students with disabilities, receive specific training in curriculum, instructional methods, and interventions appropriate for their respective student groups with the following actions:</p> <p>a. Include a paraprofessional/instructional aide strand within the district's Professional Development Master Plan that will include:</p> <ul style="list-style-type: none"> • A process to identify the professional development needs for the paraprofessionals/instructional aides. • A matrix that details training opportunities related to curriculum, instructional methods and interventions specific to the materials they are using and the programs in which they work. • A listing of all paraprofessionals and/or instructional aides who work in ELA or ELA intervention programs including after-school programs. • Documentation of participation in or completion of specific trainings. <p>b. Develop and disseminate a written plan to all paraprofessionals/instructional aides that specifies the district's expectations of professional development for paraprofessionals/instructional aides.</p> <p>c. Site administrators will monitor the progress of professional development for paraprofessionals/instructional aides with annual reviews to ensure that all paraprofessionals /instructional aides are completing their respective goals as outlined in the professional development matrix.</p>	<p>Assist. Supt., Student Services Director, Special Ed. Director, Principals</p>	<p>7b. 8/09</p> <p>8a. 8/08</p> <p>8b. 11/08</p> <p>8c. 8/08-5/09</p>	<p>Training Costs for 2 teachers</p> <p>Overtime costs for training</p>	<p>7b. SB 472 trained trainer for each adopted program</p> <p>8. Professional Development Plan & Matrix for paraprofessionals</p> <p>8a-c. Agendas and sign-in sheets, written plan with matrix</p> <p>8b-c. paraprofessional matrix and plan, agendas and sign-in sheets,</p>	<p>N/A</p> <p>\$3000</p>	<p>N/A</p> <p>(7250)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
(Professional Development for Administrators, Item #1) 9. All current site administrators have completed the AB 75/AB 430 Module One training for the reading/language arts program in use at their respective site, including follow-up activities.				9. AB75/430 documentation of completion	N/A	N/A
10. All current site administrators will complete the SB 472 40-hour training for his/her school's 2008 ELA adopted program(s).	Assist. Supt, Directors, Principals	10. 8/10	10. Training costs	10. SB 472 documentation of completion	\$8000	7250
11. Site administrators hired subsequent to the 2008 ELA adoption will complete the AB 430 principal's training, including practicum hours.	Assist. Supt, Directors, Principals	11. 6/11	11. Training costs	11. AB 430 documentation of completion	\$8,000	(7250)
12. Site administrators will attend and complete the English Learner Institute for Administrators provided by the Kern County Superintendent of Schools office that includes: <ul style="list-style-type: none"> • training in the Sheltered Instruction Observation Protocol Tool to enhance classroom observation of ELD and SDAIE instruction for EL students. • training on the implementation of EL programs. • principles of second language acquisition. • current research on EL students. • research-based programs that provide accelerated learning for EL students. 	Assist. Supt, Directors, Principals Assist. Supt, Directors, Principals	12. 5/09	12. Training costs	12. EL Institute registrations, documentation of completion	\$2800	(6286)
13. Site administrators will complete the SB 472 English Learner Professional Development program along with their teachers.	Assist. Supt, Directors, Principals	13. 8/08-8/10		13. ELPD documentation of completion	\$4500	(6286)
14. Site administrators will be trained on the implementation of: a. Programs for students with disabilities. b. Response to Intervention continuum of programs.	Assist. Supt, Directors, Principals	14. 8/08-8/10	14a-b. Related training expenses	14a-b. Purchase orders, rosters, RtI documentation of completion	\$800	(7250)

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>3. The district will research available options and will select an observation tool that details the criteria upon which district and site administrators will monitor the usage of the district’s adopted curriculum, the usage of the pacing guides, instructional time for all reading/language arts programs, and instructional delivery strategies for all students, including EL and SWDs.</p>	Superintendent, Assist. Supt., Student Services Director, Special Ed. Director, EL Coordinator	3. 9/08-12/08		3. Monitoring Program Effectiveness Plan, Observation tool and data, coach logs, pacing guides	N/A	N/A
<p>4. The district will monitor the implementation of selected research-based strategies to specifically address the needs of English learners and students with disabilities using the tool described in #3 above to ensure all teachers are consistently and properly using the following strategies on a daily basis:</p> <ul style="list-style-type: none"> • Explicit direct instruction • The Arvin Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding. • Multiple representations 	Superintendent, Assist. Supt., Student Services Director, Special Ed. Director, EL Coordinator, Principals, Coaches	4. 8/08-5/09		4. Monitoring calendar, assessment calendar, lesson plans, Master schedule, coach logs, observation logs	N/A	N/A
<p>E. <u>Targeting Services and Programs to Lowest-performing Student Groups</u></p> <p>(ELA Instructional Materials Rubric, Item #1, Bullet 2)</p> <p>1. The district will continue to fully implement the High Point intensive-level reading/language arts program for grades 7 and 8, with fidelity with all students assessed as being more than two years below grade level in ELA.</p> <p>(ELA Instructional Materials Rubric, Item #1 Bullet 2)</p> <p>2. The district will implement systematic intensive-level intervention to grades 4-6 students identified as two or more years below grade level in ELA as outlined in the California State Framework through the following action steps:</p> <p>a. Ensure that 2.5 hours of ELA time has been scheduled for intensive level ELA as outlined in the California State Framework for ELA at all schools with grades 4-6.</p>	<p>Assist. Supt., Student Services Director, Principal</p> <p>Superintendent, Assist. Supt., Student Services Director, Special Ed. Director, Principals, Assist. Principals, Coaches</p>	<p>1. 8/08-9/10</p> <p>2a-b. 8/08</p>	<p>Textbooks and materials</p> <p>N/A</p>	<p>1. Interim Intervention Plan</p> <p>2a-c. Master schedule, Interim Intervention plan</p>	<p>\$5000</p> <p>N/A</p>	<p>(7156) (6300)</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>b. Develop criteria of multiple measures to include cut-scores for the assessment and identification of students who need intensive-level ELA as well as a prioritization system to ensure that the most at-risk students receive the intensive level intervention program.</p> <p>c. Develop, disseminate and communicate a written district-wide master plan for the identification, placement and instruction of intensive-level students that would include entrance/exit criteria.</p> <p>d. Determine the number of intensive-level ELA classes that will be needed at each school with grades 4-6 based upon approximate numbers of students scoring at the intensive-level on core benchmark data.</p> <p>e. Select a sufficient number of teachers to teach intensive-level ELA at each school site with grades 4-6 to ensure that intensive-level students will be provided with an intensive-level ELA program.</p> <p>f. Develop a “mixing plan” for each school to ensure that intensive-level students in grades 4-6, including students with disabilities, receive the ELA intensive level program for their assessed need.</p> <p>g. Begin implementation of the intensive-level ELA intervention program.</p> <p>h. Monitor the implementation:</p> <ul style="list-style-type: none"> • District and site administrators will review all school schedules to ensure that all grades 4-6 intensive intervention classrooms provide at least 2.5 hours of daily ELA instruction. • Through classroom walk-throughs district and site administrators will ensure that all ELA intervention classrooms are using the SBE-adopted programs with fidelity as outlined in the APS. • Using the protocol established in ELA Action Step D-1, ensure that teachers are administering curriculum-embedded, formative assessments every 6-8 weeks. • Ensure that there is a process in place to 		<p>2c. 11/08</p> <p>2d-e. 8/08-11/08</p> <p>2f. 11/08</p> <p>2g. 1/09</p> <p>2h. 1/09-5/09</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>2d. Assessment Data, Master Schedules, class lists</p> <p>2e. List of Teachers, Master Schedules</p> <p>2f-g. Interim Intervention Plan, class lists, master schedules</p> <p>2h. Monitoring Calendar, Monitoring program, Master Schedule, Interim Intervention Plan, Assessment calendar</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>semiannually review student placement in intervention programs, based upon multiple measures, including curriculum-embedded formative and summative assessments, CST data (fall only) and teacher input.</p> <ul style="list-style-type: none"> • Ensure that students are moved into or out of ELA intensive intervention, as needed, based on data described above. 		2h. Review end of each semester				
<p>(ELA Instructional Materials Rubric, Item #1, Bullet 4)</p> <p>3. The district will provide differentiated approaches to meet the needs of all students with disabilities in ELA:</p> <p>a. The district will continue to assess all students with disabilities and use the assessments to guide the development of an Individual Educational Plan (IEP):</p> <ul style="list-style-type: none"> • Woodcock Johnson and other assessments, as appropriate. • Student Study Team data. • Assessment data from curriculum-embedded assessments and CST data. <p>b. The district will ensure that all teachers of students with disabilities participate in the development of students' IEP goals and objectives based on present levels of performance.</p> <p>c. The district will ensure that all teachers of students with disabilities participate in all IEP meetings of their respective students.</p> <p>d. The district will research options for using a common academic achievement measurement tool in both general and special education classrooms.</p> <p>e. The district will select and begin using a common academic achievement measurement tool so to link the achievement of students regardless of program delivery.</p> <p>f. The district will provide a continuum of ELA intervention programs, based upon student assessed need, to meet the individual needs of students with speech disabilities, and those receiving services in the Resource Specialist or Special Day Class settings. This continuum will include:</p>	<p>Assist. Supt, Special Education Director, Student Services Director Coaches, Coordinators</p>	<p>3a-c. 8/08-5/10 (Prior to IEP development and all IEP meetings.)</p> <p>3d. 3/08-5/10</p> <p>3e. 8/08-5/10</p> <p>3f. 8/08-5/10</p>	<p>N/A</p> <p>3f. Curriculum and training as outlined in Plan</p>	<p>3a-f. Monitoring calendar, Coaching logs, student assessments, lesson plans, Interim Intervention plan, student IEPs.</p> <p>3d-e. fluency assessments</p> <p>3f. Interim Intervention Plan, Classroom observations, IEPs and IEP meetings</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • High Point as an intervention program to replace Prentice Hall for 7th and 8th grades. • The use of Extra Support handbooks listed in the district inventory for either the Houghton Mifflin or Prentice Hall ELA curriculum with additional instructional time. • The use of the district’s focus standards for students with disabilities. <p>g. The district will ensure the usage of differentiated approaches for student with disabilities:</p> <ul style="list-style-type: none"> • All teachers to receive a continuum of training and support for full implementation of the Focused Approach to Frontloading • All teachers will fully implement the Arvin Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding. • All teachers will implement the practice of Explicit Direct Instruction (EDI). • Site and district administrators will monitor the implementation of instructional delivery strategies for SWDs and will provide teachers feedback as outlined in ELA Action Step D 1d. 	Assist Supt. Principals, Directors, coaches	3g. 8/08-8/10	3g. Training costs and coaching support (20 teachers @ \$1200.)	3g. Professional Dev Matrix, sign-in sheets and agendas, Monitoring Program Effectiveness plan	\$12,000.	(7250) (3010)
<p>(Focus on High Priority Students Rubric, Item #1, Bullet 3)</p> <p>4. The district will ensure the usage of instructional delivery strategies within core instruction that render content comprehensible to EL students:</p> <p>a. All teachers to receive a continuum of training and support for full implementation of the Focused Approach to Frontloading.</p> <p>b. All teachers will fully implement the Arvin Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding.</p> <p>c. The district will include instructional delivery strategies for EL students on the classroom</p>	Assist. Supt., Student Services Director, EL Coordinator, Principals, Coaches	4a-b. 8/08-8/10 4c. 8/08-8/10	4a. Training costs and coaching support (see 3g above) N/A	4a. Professional Development Matrix 4b. Monitor Plan, Professional Collaboration sign-in sheets, agendas	(see 3g above) N/A	N/A

Description of Specific Actions to Improve Education Practice in Reading	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>observation tool described in ELA Section D action steps.</p> <p>d. Site and district administrators will monitor the implementation of instructional delivery strategies for EL students and will provide teachers feedback as outlined in ELA Action Step D 1d.</p> <p>e. All teachers will be provided with the English proficiency level, as identified by the CELDT, including sub-scale proficiency levels, for each English learner they instruct .</p>		<p>4d. 8/08-8/10</p> <p>4e. 8/08 & on-going quarterly</p>	N/A	<p>4c-d. Monitor Plan and Calendar, ELL Master Plan, observation tool (See D-1d)</p> <p>4e. ELL Plan – Catch Up Plan, CELDT classroom lists</p>	N/A	N/A
<p>(Focus on High Priority Students Rubric Item #3)</p> <p>5. The district will meet the fundamental learning needs of migrant students through coordinated efforts of its classroom teachers and the migrant education staff:</p> <p>a. Kinder students scoring below 15 points on a district LA benchmark assessment will be provided an additional hour of instruction three days a week, and Saturday School for 3.5 hours September through April.</p> <p>b. First through sixth grade students scoring below proficient in their respective grade level in fluency will be provided 3.5 hours of instruction during Saturday School September through May. These classes will focus on vocabulary, oral language development and the use of Thinking Maps.</p> <p>These students will also be provided an additional hour of instruction after school three times per week that will focus on classroom-based, grade-level standards.</p> <p>c. Seventh and eighth grade students with a GPA less than 2.0 in ELA and/or MATH will be provided an additional hour of instruction after school that will focus on their grade-level standards as well as vocabulary development, fluency and writing skills. These students will also be provided with 3.5 hours of instruction during Saturday School September through April.</p>	<p>Assist. Supt., Dir of Migrant, Student Services Director, Coordinators, Principals, Coaches</p>	<p>5a-c. 8/08-5/09</p>	<p>Teachers, instructional aides, materials and supplies</p>	<p>5a-c. Migrant Plan, lesson plans, observation data, assessment data, Catch-Up Plan</p>	<p>\$120,500</p>	<p>(3060)</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Planned Improvement in Student Performance in Mathematics

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
A. <u>Alignment of Instruction with Content Standards</u>						
(Mathematics Instructional Materials Rubric Item #1, Bullets 1-3)						
1. The district will continue to provide to all K-5 teachers the Houghton Mifflin SBE-adopted core instructional programs and materials in mathematics including embedded interventions and will document that all teachers use the approved materials appropriately for every student on a daily basis.	Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches	1. 8/08-5/09	Replacement of materials	1. Williams Act materials list, classroom observation data	A. 1-6 \$20,000	(7156) (6300)
2. The district will continue to provide to all grade 6-8 teachers the McDougal-Littell SBE-adopted core instructional programs and materials in mathematics including embedded interventions and will document that all teachers use the approved materials appropriately for every student on a daily basis.	Superintendent, Assist. Supt., Principals, Assist. Principals, Math Coaches	2. 5/08-5/09	Replacement of materials and ancillary materials	2. Williams Act materials list, classroom observation data		(7156) (6300)
3. The district will continue to provide and teachers will use daily SBE-approved materials to fully implement the Momentum Math intensive-level intervention program at the middle school, as approved for students identified as being two or more grades levels behind, based on need.	Superintendent, Assist. Supt., Principal, Assist. Principal, Math Coaches	3. 8/08-5/09	Replacement of materials	3. Williams Act materials list, Classroom observation data, lesson plans		(7156) (6300)
4. The district will continue to provide a continuum of locally and SBE-adopted mathematics materials to students with disabilities, based on need, as identified in IEP goals that includes: <ul style="list-style-type: none"> • Touch Math strategies • Extra Support materials from the Houghton Mifflin and McDougal-Littell Curriculum as appropriate by grade 	Superintendent, Assist. Supt., Special Ed. Director, Math Coaches	4. 8/08-5/09	Replacement of materials	4. IEP Goals, lesson plans, observation data		(7156) (6300)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
d. The district will phase-in and distribute all 2007 SBE-adopted mathematics core and intervention curriculum, as appropriate, to each teacher of mathematics for full implementation by fall of 2009.		d. 6/09-8/09		Williams Act inventories, classroom observation data, lesson plans	N/A	N/A
<p><u>B. Use of Standards-aligned Instructional Materials and Strategies</u></p> <p>(Mathematics Instructional Materials Rubric, Item #1)</p> <p>1. The district will fully implement the currently adopted Houghton Mifflin curriculum, with fidelity in all K-5 classrooms and will fully implement the currently adopted McDougal Littell curriculum in all grades 6-8 classrooms through the following actions:</p> <p>a. Provide a continuum of program options to meet the individual needs of all students, including students with disabilities and English language learners.</p> <p>b. Ensure that all grades abide by the appropriate time allocation for mathematics for their respective grade level, as outlined in the Academic Performance Survey (APS):</p> <ul style="list-style-type: none"> • Grade K: 30 minutes daily • Grades 1-8: 60 minutes or 1 period daily <p>c. Explore the possibility of increasing the instructional minutes of the K-6 school day to accommodate greater flexibility in the daily schedule for core and math intervention programs.</p> <p>d. Ensure that there is a standards-based, district-wide pacing guide for each curricular math program by grade level that includes the standards to be taught, the respective content, as well as the timeline for the administration of curriculum-embedded, formative and summative assessments.</p> <p>e. Ensure that all teachers are using their respective grade-level pacing guide to administer formative, curriculum-embedded assessments in mathematics every 6-8 weeks.</p>	<p>Superintendent, Assist. Supt, Student Services Director, EL Coordinator, Principals, Assist. Principals, Coordinators, Coaches</p>	<p>1a-b. 8/09-5/09</p> <p>1c. 1/09</p> <p>1d-e. 8/08 -5/09</p>	<p>1d. Hourly rates for teachers, coaches, coordinators to review pacing guides for each program</p>	<p>1a-b. Williams Textbook Inventories, Master schedule, APS, California Math Framework</p> <p>1d-e. Pacing Guides, assessment calendars, lesson plan reviews, classroom observations</p>	<p>N/A</p> <p>N/A</p> <p>\$3,000</p>	<p>N/A</p> <p>N/A</p> <p>(7250)</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>(Mathematics Instructional Materials Rubric, Item #1, Bullet 2)</p> <p>2. The district will systematically provide strategic intervention time and materials to all strategic-level grade K-8 students, including English learners and students with disabilities, as outlined in the California State Framework for Mathematics and the APS through the following actions:</p> <p>a. Review school schedules to ensure that time has been scheduled for strategic intervention at all grade levels in all schools as outlined in the APS: Grades K-6, 15 minutes and grades 7-8, 30 minutes, or one additional period.</p> <p>b. Use curriculum-embedded assessment data to identify students who are 1-2 years below grade-level standards as those who need strategic-level mathematics support.</p> <p>c. Develop, disseminate and communicate a written district-wide protocol for the identification, placement and instruction of all strategic-level students that would include entrance/exit criteria for flexible grouping of mathematics instruction and a bi-annual review of placements.</p> <p>d. Review of classroom mathematics materials to ensure that all teachers of mathematics, including special education teachers, are provided with their Houghton Mifflin or McDougal Littell curriculum support materials.</p> <p>e. Ensure that all teachers of students with disabilities have and use the math materials, as appropriate, based on need, as outlined in student IEP goals.</p> <ul style="list-style-type: none"> • Momentum Math • Houghton Mifflin Core • McDougal Littell Core • Touch Math strategies 	<p>Superintendent, Assist. Supt., Directors, Principals, Assist. Principals, Math Coord, Coaches</p>	2a. 8/08		2a-e. Math Intervention Plan, Williams Inventories, master schedules, assessment calendar	N/A	N/A
		2b. 9/08 – 11/08			N/A	N/A
		2c. 11/08			N/A	N/A
		2d-e. 8/08 – 12/08	2d. Replacement of materials	2d. Math curriculum inventory, classroom observations	\$5,000	(7156) (6300)
<p>(Mathematics Instructional Materials Rubric, Item #2)</p> <p>3. The district will fully implement the 2007 SBE-adopted Mathematics adoption with fidelity in all K-8 classrooms through the following actions:</p> <p>a. Ensure that all grades have the appropriate time allocation, including intervention time for their respective grade level as written in the California State Framework</p>	<p>Superintendent, Assist. Supt., Student Services Director,</p>	3a. 8/09		3a. Master Schedule, lesson plans, Math	N/A	N/A

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>for mathematics and described in Action Steps B1 and B2 above.</p> <p>b. Ensure that there is a standards-based, district-wide pacing guide for each curricular program adopted, by grade level that includes the standards to be taught, the respective content as well as the timeline for the administration of curriculum-embedded formative and summative assessments.</p> <ol style="list-style-type: none"> 1) Establish a representative committee of teachers, coaches and administrators from the district who will lead the development of grade-level pacing guides for each adopted Mathematics program, including intervention. 2) Provide time for the committee to work collaboratively to develop grade level pacing guides. 3) Review each mathematics pacing guide with mathematics teachers, including special education and intervention program teachers, respectively. 4) Distribute and implement the mathematics pacing guides with all mathematics programs, including intervention. 5) Monitor the implementation to ensure that all teachers are using them daily and are systematically administering common formative, curriculum-embedded assessments every 6-8 weeks as outlined in the respective pacing guides and Monitoring Effectiveness Plan. <p>c. The district will create a professional development plan to ensure that teachers of mathematics receive the SB 472 initial 40-hour training in their respective program of the 2007 mathematics adoption.</p> <p>d. The district will ensure that both the principal and vice principal, if applicable, for each school completes the SB 472 40-hour training for the 2007 mathematics adoption or the AB 430 module 1, if not yet completed.</p> <p>e. Ensure that all teachers are systematically administering common formative, curriculum-embedded assessments as outlined in their respective pacing guide.</p>	<p>Special Ed. Director, Principals, Assist. Principals, Coordinators, Coaches</p>	<p>3b. 4/09-8/09</p> <p>3b1. 4/09-6/09</p> <p>3b2. 4/09-6/09</p> <p>3b3. 4/09-8/09</p> <p>3b4. 7/09-8/09</p> <p>3b5. 8/09-5/10</p> <p>3c. 4/09-8/10</p> <p>3d. 4/09-8/10</p>	<p>Teacher stipends, substitutes</p>	<p>Intervention Plan</p> <p>3b. Completed pacing guides, assessment guides</p> <p>3b1-3. Committee roster, sign-in sheets, agendas</p> <p>3b4-5. Monitoring calendar, Monitoring Effectiveness Plan, lesson plans, observation data, pacing guides</p> <p>3c. Professional Dev Plan and Matrix</p> <p>3d. Professional Dev. Matrix, completion documentation of SB472</p> <p>3e. Assessment</p>	<p>\$3,000</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>(7250)</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>4. The LEA will create fiscal policies and a resource allocation plan to fully implement the 9 EPCs in regard to mathematics instruction:</p> <p>a. Site administrators will receive and review their site budgets on a monthly basis.</p> <p>b. The LEA will annually review the LEA Plan and Single School Plans to verify that the budgets align with the goals in the LEA DAIT Plan for mathematics.</p> <p>c. The LEA will ensure that the most restricted funding is appropriately expended, in accordance with federal and state guidelines, prior to using unrestricted funds</p> <p>C. <u>Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials</u></p> <p>(Professional Development-Teachers, Rubric Item #1, Bullet 1) 33% of the district's current teachers of mathematics have completed the initial 40-hours of SB 472 training, and 29% have also completed the follow-up practicum hours in the district's current mathematics adoptions.</p>	<p>Superintendent, Assist. Supt., District Accountant, Administrative Assistant, Student Services Director, Principals</p>	<p>3e. 8/09-8/12</p> <p>4a-c. 9/08-9/10</p>		<p>calendar and data, lesson plans, classroom observation data</p> <p>4a. Budget reports, district communiqués</p> <p>4b-c. SPSA Plans, LEA, DAIT Plans, monthly budget updates, P.O. approvals</p>	<p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p>
<p>(Professional Development-Teachers, Rubric Item #1, Bullet 2)</p> <p>1. The district will ensure that teachers of mathematics receive the SB 472 training, including both the 40-hour initial and 80-hour practicum for their respective 2007 SBE-adopted materials. The district will also ensure that all teachers of English learners complete the SB 472 English Learner Professional Development (ELPD). Therefore, it will create a professional development master plan for mathematics that will include:</p> <p>a. A matrix for documenting completion of SB 472 mathematics initial and practicum hours and ELPD training.</p> <p>b. Individual goals/plans for teachers who have not completed the SB 472 mathematics or ELPD training with a timeline for completion.</p>	<p>Assist. Supt., Student Services Director, Principals, Coordinators, Coaches</p>	<p>1a. 8/08-8/10</p> <p>1b. 8/09-8/11</p>	<p>Registrations, Stipends</p>	<p>1a-c. Professional Development Plan and PD Matrix, teacher goals, SB472 completion</p>	<p>\$50,000</p>	<p>(4203) (6286) (7250) (3010)</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>c. A detailed document of district-approved activities for the 80-hour SB 472 mathematics practicum, which would include the ELPD training as well as training in mathematics intervention strategies and programs.</p> <p>d. A continuum of professional development for teachers related to mathematics intervention by:</p> <ul style="list-style-type: none"> • Researching and selecting viable options for providing in-class support either through teacher release time, a district math coach or teachers trained to coach. • Documenting that each teacher has received training in specific research-based strategies appropriate for students with disabilities and English learners, including, but not limited to Explicit Direct Instruction, math manipulatives, multiple representations, use of problem-solving strategies, writing in math and the Arvin Four: content and language objective, linguistic frames, graphic organizers and academic language scaffolding. • Providing in-class coaching support as needed based on teacher request or based upon classroom observations by a site administrator or coach. • Providing a ½-day publisher’s training for all staff working in mathematics instructional settings. <p>2. The district will develop a “transition plan” for the 2008-09 school year to detail how it will support and train new teachers in the mathematics curriculum materials they will be using.</p> <p>3. The district will communicate with and train teachers, including special education teachers, in the continuum of curriculum and program options for strategic and intensive mathematics intervention, including the continuum of program options for students with disabilities, as written in the mathematics Action Steps A4, B1 and B2.</p>	<p>2. Assist. Supt, Principals, Directors, Coordinators, Coaches (BTSA, Academic and Intern)</p> <p>3. Assist. Supt, Student Services Director, Principals</p>	1c. 8/08	<p>1d. 7 math coaches@75% in classrooms.</p>	documentation, District approved 80-hour follow-up activity list.	N/A	N/A
		1d. 8/08-8/10		1d. Professional Development Plan and Matrix, copies of written feedback, agendas and sign-in sheets, coach logs and coaching cycle schedule, coaching logs, written referrals	\$155,000	(7250) (3010) (7393)
		2. 8/08-5/09		2. Sign-in sheets and agendas, Transition plan for Professional Development	N/A	N/A
3. 11/08-5/10	3. Professional Development Matrix, Training documentation, sign-in sheets, Math Intervention Plan	N/A	N/A			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>assessment data for the purpose of planning and guiding instruction.</p> <p>7. The district will develop a protocol for site administrators to monitor the collaborative grade/department level meetings that will minimally require the collection and review of minutes and agendas from those meetings.</p> <p>8. The district will ensure that paraprofessionals and/or instructional aides, including those who work with English learners and students with disabilities, receive specific training in curriculum, instructional methods, and interventions appropriate for their respective student groups with the following actions:</p> <p>a. Include a paraprofessional/instructional aide strand within the district’s Professional Development Master Plan that will include:</p> <ul style="list-style-type: none"> • A process to identify the professional development needs for the paraprofessionals/instructional aides. • A matrix that details specific training opportunities in mathematics curriculum, instructional methods and interventions specific to the materials they are using and the programs in which they work. • A listing of all paraprofessionals and/or instructional aides who work in mathematics and intervention programs including after-school programs. • Documentation of participation in or completion of specific trainings. <p>b. Develop and disseminate a written plan to all paraprofessionals/instructional aides that specifies the district’s expectations of professional development for paraprofessionals/instructional aides.</p> <p>c. Site administrators will monitor the progress of professional development for paraprofessionals/instructional aides with semi-annual reviews to ensure that all paraprofessionals/instructional aides are completing their respective goals as outlined in the professional development matrix.</p>	Coaches, Coordinators	<p>7. 9/08-5/10</p> <p>8a. 8/08-5/10</p> <p>8b. 8/08-8/10</p> <p>8c. 8/08-5/10</p>		<p>meeting notes, from PCD</p> <p>8a-c. Paraprofessional Professional Development Plan & Matrix, meeting agendas and sign-in sheets, monitoring calendars</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>adopted curriculum, the usage of the pacing guides, instructional time for all mathematics programs, and instructional delivery strategies for all students, including EL and SWD's.</p> <p>3. The district will monitor the implementation of specific research-based strategies to address the needs of English learners and students with disabilities using the tool described in Action Step 2 above. The district will ensure that all teachers consistently and properly use a variety of the following strategies on a daily basis:</p> <ul style="list-style-type: none"> • Explicit direct instruction • The Arvin Essential Four: content and language objective, linguistic frames, graphic organizers and academic language scaffolding. • Multiple representations • Problem solving strategies in mathematics • Writing in mathematics 	<p>Principals, Special Ed. Director, Coordinators</p> <p>Assist. Supt., Student Services Director, Principals, Special Ed. Director, Coordinators, Coaches</p>	<p>3. 8/08-5/10</p>		<p>3. Observation tool and data, lesson plans, coach logs</p>	<p>N/A</p>	<p>N/A</p>
<p><u>E. Targeting Services and Programs to Lowest-performing Student Groups</u> (Mathematics Instructional Materials Rubric, Item #1, Bullet 2)</p> <p>1. The district will continue to fully implement the Momentum Mathematics intensive intervention program, with fidelity, for grade 7 students assessed as being two or more years below grade level in mathematics, and for a limited number of the lowest performing grade 8 students as determined by multiple measures including teacher recommendation, CST, benchmark data and results from the Math Diagnostic Testing Program (MDTP). The district will continue to ensure that grade 7 and 8 intensive-level students receive an additional 30 minutes or one period of mathematics daily.</p> <p>2. The district will implement systematic intensive-level intervention to grades 4-6 students identified as two or more years below grade level in mathematics, as detailed in the California State Framework through the following action</p>	<p>Assist. Supt., Student Services Director, Principal, Assist. Principal, Math Coordinator</p> <p>Assist. Supt., Student Services</p>	<p>1. 8/08-5/10</p>		<p>1. Monitoring calendar, lesson plans, observation data, master schedule, assessment data</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>steps:</p> <p>a. Review all school schedules to ensure that time has been scheduled for intensive level mathematics intervention at all schools, as outlined in the Academic Performance Survey for Elementary Schools:</p> <ul style="list-style-type: none"> • Grades K-6: 15 minutes daily <p>b. Develop criteria of multiple measures including teacher recommendation, CST and benchmark data and include cut-scores for the assessment and identification of students who need intensive-level mathematics instruction.</p> <p>c. Develop, disseminate and communicate a written district-wide master plan for the identification, placement and instruction of grade 4-6 intensive-level students for mathematics that will include entrance/exit criteria.</p> <p>d. Ensure that grades K-3 teachers have and use district approved core and ancillary materials, as appropriate for strategic level students as listed on the district textbook/materials inventory.</p> <p>e. Ensure that all grades 4-6 mathematics teachers have and use SBE-adopted Momentum Mathematics curriculum, as appropriate for all students identified as needing intensive level mathematics intervention.</p>	<p>Director, Principal, Assist. Principal, Math Coordinator</p>	<p>2a. 8/08, 8/09, 8/10</p> <p>2b. 8/08-5/09</p> <p>2c. 8/08-11/08</p> <p>2d. 8/08-5/10</p> <p>2e. 8/09-5/10</p>	<p>2d-e. Needed materials to be determined after review.</p>	<p>2a-e. Math Intervention Plan, Master schedule, collaboration agendas, sign-in sheets, monitoring plan, textbook inventory, pacing guides, classroom observations</p>	<p>N/A</p> <p>TBD</p> <p>TBD</p>	<p>N/A</p> <p>(7156)</p> <p>(7156)</p>
<p>(Focus on High Priority Students Rubric, Item 2)</p> <p>3. The district will meet the needs of all students with disabilities in regard to mathematics:</p> <p>a. The district will continue to assess all students with disabilities and use the assessments to guide the development of an Individual Educational Plan (IEP):</p> <ul style="list-style-type: none"> • Woodcock Johnson and other assessments, as appropriate. • Student Study Team data. • Assessment data from curriculum-embedded assessments and CST data. • The district will ensure that all teachers of students with disabilities participate in the development of students' IEP goals and objectives based on present levels of performance. 		<p>3a. 8/08-5/10</p>		<p>3a-b. Math Intervention Plan, Monitoring calendars, assessment calendars, IEP's, coach logs</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The district will ensure that teachers of students with disabilities participate in the IEP meetings of their respective students. <p>b. The district will provide a continuum of mathematics intervention programs to meet the individual needs of students with speech disabilities, and those receiving services in the Resource Specialist or Special Day Class settings. This continuum will include:</p> <ul style="list-style-type: none"> • SBE-adopted core and intervention programs, including all support materials as listed in the district's curriculum inventory. • The use of the Touch Math strategies. • The use of district-approved ancillary materials and manipulatives, as determined appropriate for student groups. • The use of the district's essential focus standards for students with disabilities. 	<p>Assist. Supt., Special Ed Director, Principal, Assist. Principal, coordinators, coaches</p>	<p>3b. 8/08-5/10</p>		<p>3b. grade-level entry assessment for Momentum Math, IEP's</p>	<p>N/A</p>	<p>N/A</p>
<p>(Mathematics Instructional Materials Rubric Item #1, Bullet 3)</p> <p>c. The district will ensure the usage of differentiated approaches for student with disabilities:</p> <ul style="list-style-type: none"> • All teachers will fully implement the Arvin Essential Four: Content and Language Objective, Linguistic • Frames, Graphic Organizers, and Academic Language Scaffolding. • Teachers will implement the practice of explicit, direct instruction. • Site and district administrators will monitor the implementation of instructional delivery strategies for SWDs and will provide teachers feedback as outlined in Mathematics Action Step D 1d. 	<p>Assist. Supt., Special Ed Director, Principal, Assist. Principal, coordinators, coaches</p>	<p>3c. 8/08-5/10</p>		<p>3c. agendas, sign-in sheets, monitoring calendars, coaches logs, assessment calendars, PCD agendas and sign-in sheets</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>(Focus on High Priority Students Rubric Item #3)</p> <p>4. The district will meet the fundamental learning needs of migrant students through coordinated efforts of its classroom teachers and the migrant education staff:</p> <p>a. First through sixth grade students scoring below proficient in their respective grade level in mathematics will be provided an additional hour of instruction after school three times per week that will focus on classroom-based, grade-level standards through the use of the FASTT computer programs and HAN5 mathematics.</p> <p>b. Seventh and eighth grade students with a GPA less than 2.0 in mathematics will be provided an additional hour of instruction after school that will focus on their grade-level classroom standards, writing skills, fluency and vocabulary.</p>	<p>Assist. Supt., Migrant Director, Principal, Assist. Principal</p>	<p>4a-b. 8/08,8/09, 8/10</p>		<p>4. Migrant Plan, Monitoring calendar, observation data, Migrant afterschool class lists, assessment data</p>	<p>\$120,500</p>	<p>(3060)</p>

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice for English Language Learners	Persons Responsible	Timeline	Related Expenditures	Evidence/Data to be Collected	Estimated Cost	Funding Source
<p>The district will fully implement the actions in its Title III plan, which is attached. In addition, the district will do the following to improve education practice for English language learners:</p> <p>(Focus on High Priority Students Rubric, Item #1, Bullet 2)</p> <p>1. The district will review all placement and assessment policies and practices for English learners, including the reclassification criteria and will modify in order to meet research-based best practices.</p> <p>2. The district will fully implement an ELD program:</p> <p>a. Students will be assessed with the CELDT and curriculum-embedded placement tests, if available, and will be provided leveled, systematic ELD for at least 30 minutes daily with materials appropriate for their respective English proficiency level based on the CELDT:</p> <ul style="list-style-type: none"> •Grades K-5: Avenues •Grades 6-8: High Point and English Now! <p>b. The district will ensure that for each ELD curricular program implemented that there is a district-wide pacing guide that includes the schedule for the administration of formative benchmark assessments.</p> <p>c. The district will ensure that staff reviews, analyzes and interprets ELD benchmark data every 6-8 weeks during Professional Collaboration (PCD) Days in order to adjust instruction.</p> <p>d. The district will ensure that all site administrators monitor the ELD program implementation:</p> <ul style="list-style-type: none"> • Incorporate an ELD observation tool/rubric within the district’s protocol for classroom observations as outlined 	<p>Assist. Supt., Student Services Director, EL Coordinator</p> <p>Assist. Supt, Student Services Director, EL Coordinator, Principals</p>	<p>1. 8/08-5/09</p> <p>2. 8/08-5/09</p> <p>2b. 6/08</p>	<p>Replacement of materials</p>	<p>1. Title III plan, ELL Master plan</p> <p>2a. CELDT testing logs, lesson plans, classroom observations</p> <p>2b. Pacing calendars, assessment calendars</p> <p>2c. PCD Days, agendas, and notes</p> <p>2d. Monitoring calendars, observation</p>	<p>N/A</p> <p>\$5,000</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>(4203)</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice for English Language Learners	Persons Responsible	Timeline	Related Expenditures	Evidence/ Data to be Collected	Estimated Cost	Funding Source
<p>support materials for their respective mathematics program. g. EL students will be provided additional learning time based on their assessed need for intervention.</p> <p>(ELA Instructional Materials Rubric, Item #1, Bullet 3) 4. The district will provide differentiated approaches for English learners: a. All ELA teachers will have and use daily the EL support materials for their respective adopted ELA program. b. EL students will be provided additional learning time, based on their assessed need and will be provided EL certified instructional materials. c. Teachers will implement the research-based strategies outlined in the district’s Professional Development Plan for teaching English learners. d. Students scoring at the Beginning level on the CELDT will be placed in a Sheltered English Immersion Program for 1 year.</p>	<p>Assist. Supt., Student Services Director, EL Coordinator, Principals, Assist. Principals, Coaches</p>	<p>3f-g. 8/08-5/09</p> <p>4a-d. 8/08-5/09</p>		<p>assessment reports 3f-g. Master Schedules</p> <p>4. Title III Plan, English Learner Master Plan, textbook inventory, Intervention Plans, assessment calendars, monitoring calendars, observational tools and data, coach logs, Classroom lists</p>	<p>N/A</p>	<p>N/A</p>

Arvin Union Elementary School District

ARVIN UNION SCHOOL DISTRICT ACTION PLAN, CHART VIEW

Title III Year 4 Needs Assessment

1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

- a. **Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments used by the LEA to measure EL student English proficiency and academic achievement.**

For this Title III year 4 report, the district looked at district CELDT and CST data through the ELSSA document, district benchmark assessment scores, and observational data from administrators and teachers. After analysis of the district data, the following observations were apparent:

AMAO 1:

The LEA has failed to make AMAO 1 for 2 of the last four years (03-04 and 06-07). An analysis of data (ELSSA question 4) shows that only district Beginning CELDT EL students and Early Adv./ Advanced English Proficient EL students achieved the proficiency growth target (state target 48.7% or higher); all other CELDT levels of district EL students failed to meet the state growth target. District rates for Early Intermediate, Intermediate, and Early Adv./Advanced Not English Proficient EL students were significantly below the state target and the state average for meeting their growth goal. This is an area of focus for us.

AMAO 2:

Analyzed data for AMAO 2 is based on grade level placement. The district does not have the capacity in the databases to disaggregate the data based on the length of time students have been in the district. The LEA has failed to make AMAO 2 for 2 of the last four years (03-04 and 06-07). The data indicates 50% (1046) of the EL students have been in the district four or more years. The data also shows approximately 41% of the students who have been in the district for 4 or more years are scoring below English proficient on the CELDT. The data indicates

that too many students stay at Intermediate or below on the CELDT for more than 5 years. Our next steps are to develop the capacity to disaggregate the data further to better target students and address their needs with our district catch-up plan.

AMAO 3:

The LEA has failed to make AMAO 3 in Language Arts for 4 consecutive years and in Math for 3 of the last four years. The English Language Learner results on the CST indicate that 71% of the Proficient CELDT students are scoring basic or below on the ELA (CST) and 58% are scoring basic or below on the MATH (CST) test. 92% of the intermediate CELDT level students are scoring basic and below on the ELA CST and approximately 80% of the intermediate CELDT level students are scoring basic and below on the Math CST. AYP progress for EL students from 2004 to 2007 shows a 6% increase in the number of EL students scoring proficient on the Language Arts CST; however, Math CST scores for EL students have shown an increase of only 1.3%. The ELSSA data regarding the performance of the R-FEP students on the CST indicates that approximately 54% of all R-FEP students are scoring proficient or advanced on the ELA CST test. Approximately 66% of all R-FEP students score proficient or advanced on the Math CST test. There is a decrease in the percentage of R-FEP students scoring proficient or above as the grade levels increase. The district needs to analyze the performance of our R-FEP students to determine why this occurs.

Local Measures: Local benchmark assessments are used to determine the performance of students on curriculum embedded assessments (curriculum embedded assessments K-5) and as well as standards based assessments (6-8). The sites are able to analyze and monitor student performance during bi-monthly professional collaboration days.

b. Describe the strengths and weaknesses of the current Title III LEA Improvement Plan Addendum or Title I LEA Plan Addendum.

STRENGTHS:

The current Title III LEA Improvement Plan Addendum identified the LEA had implemented an ELD program for all grade levels K-8. During the 2007-2008 full program implementation has taken place with additional training, pacing guides, and calendared assessments. The Avenues program is being used district-wide in grades K-5. Grade 6 is using the High Point program and grades 7-8 are using a combination of High Point and English Now!

ELD time is a minimum of 30 minutes in grades K-8 with students leveled according to language ability. Intervention opportunities are provided both during the day and after school. Programs for intervention are site-based managed. All sites have increased use and analysis of relevant student data for instructional purposes and professional development. Training in the use of data analysis for academic growth has begun to occur during the fall of 2007. District professional development continues to focus on the Arvin Essential Four: Content and Language Objectives, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding. The LEA and school sites use these research-based strategies because of their positive impact on English Learners and student achievement.

WEAKNESSES:

Weaknesses in the plan included a lack of fidelity and consistency in program implementation. Full implementation was not seen at all grade levels and sites. Doug Reeve's research indicates that fidelity to the program provides the needed element for steady academic growth. The use of ELD pacing guides and calendared assessments had not been developed and put on-line for the teachers. Using data at the sites for determining student progress and instructional purpose was done inconsistently throughout the district. Data had been provided, but specific training for analysis and on-going use for instruction had not occurred. Additional factors such as increased enrollment and the addition of a new school occurred during the 2007-2008 school year. This restructuring has caused a great deal of movement in instructional staff at all sites and most grade levels. The addition and change of new personnel has also affected the administrative and academic coaching levels. The addition of new principals and coaches has compounded the problem for providing consistent implementation of program and professional development.

2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the problem(s) or what prevented the LEA from achieving the AMAO(s). Describe how root causes were verified.

The district infrastructure was not in place to be able to fully implement needed changes. The current focus has been on building the capacity for the LEA to fully implement all reforms. The next focus will be focusing on classroom practices to

help teachers use best practices for meeting the needs of all English Learners: Root causes are: The LEA experienced problems in meeting AMAO 1 and 2 due to inconsistent ELD program implementation, lack of specific professional development, and not having ELD assessments in place. In review of the program, inconsistency was evident throughout the district. First noted, was the lack of a separate ELD time in the upper grades and a designated 30 minute ELD time block in addition to English Language Arts in the lower grades. The lack of a sustained, district-wide professional development produced little in-depth professional development and knowledge on how to use the assessments tied to the SBE approved ELD curriculum. The LEA did not meet AMAO 3 in RLA for the last 4 years or in Math for 3 of the last 4 years due to inconsistent use of available Language Arts and Math data during professional collaboration days. The use of data varied from site to site and within the grade levels. The root causes were verified by the LEA through monitoring of the program, administrative dialogue, teacher surveys and test results.

3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions to solve the low achievement problem(s) listed above.

Solutions for the district emerged from the data analysis and input from administration and staff in the district. These are:

1) The LEA will refine ELD implementation through an explicit systematic approach by providing designated time at each grade level, leveled language instruction for students, pacing guides and calendared assessments for teachers to follow during the course of the year. During the 2007-2008 year all English Learners will be using a designated ELD program during a minimum 30 minute block. Students will be instructed at their language ability. During the summer of 2008 pacing guides and calendared assessments for each of the ELD programs will be revised based on assessment results and staff input. District and Site Administration will monitor the ELD program implementation. In addition, an intensive week-long site evaluation of the implementation and instructional delivery will occur twice during the school year with the District ELD coordinator, Principals and coaches. The use of data can make an enormous difference in school reform efforts by improving school processes and student learning. The research on data by Bernhardt (1998) and Schmoker (1997) provide case studies, core practices, and plans on how to develop a system using data for school improvement. This research has provided an outline in using data to the sites for system development and analysis during Professional Collaboration Days (PCD). In an effort to support sites, the LEA will input all assessments from OARS, CST, CELDT, and the ELD program into the district data system to facilitate teacher PCD days and support use of data for instruction. Teachers will be attending workshops during the 2007-2008 school year provided by the county office in data analysis. The district will also continue PCD days to provide an ongoing cycle of gathering data and develop strategies for continuous improvement Work by DuFour, DuFour, Eaker, Many (2006) provides the essential action steps for building capacity.

2) The LEA will provide specific professional development as determined by the sites based on research by Firestone, Mangin, Martinez, &

Polovsky (2005). Professional development in the district has been general and sporadic. To support teachers the district will continue its focus on the Arvin Essential Four components of: Content and Language Objectives, Graphic Organizers, Linguistic Frames, and Academic Language Scaffolding. The English Language Development Department will provide calendared on-going local staff development for meeting the needs of English Learners beginning in the 2008-2009 school year. Professional development will include the use of SDAIE and the Arvin Essential Four.

3)Based on research by Francis, D.J. Et. Al. (2006), the LEA will ensure all English Learners have access to appropriate math instruction with a focus on academic language development. Kinsella (2006) contends that all students are second language learners when it comes to using academic language. Academic language must be explicitly taught for cognitive understanding. During the spring of 2008 the district will be adopting new core for Math. The district will provide professional development for teachers so they can provide explicit and intensive instruction while focusing on academic language for ELs.

4) The LEA will provide staff development for all teachers in the use of the English Language Arts Core Curriculum (K-5) to meet the needs of English Learners (SB 472). In addition, the district will provide staff development for English Language Arts Teachers in 6th -8th grade in High Point to meet the needs of English Learners. 5) Implementation of the District Action Plan will be monitored by the Assistant Superintendent, Director of Student Services, Principals and the District ELD Coordinator. The Director of Student Services and the District ELD Coordinator will update progress on the District Action Plan in March and June of 2008. During the 2008-2009 school year progress will be monitored on a quarterly basis.

Standard: B.1.c. All English Learners have Access to Appropriate English Language Development Instruction

Focus/Objective: All EL's Have Access to Leveled ELD Instruction - Use SBE core adopted/approved ELD instructional materials for all grades K-8 with leveled instruction according to publisher research-based guidelines

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>ELD Coordinator: District will continue to support the position of ELD Coordinator to ensure teachers have core ELD program materials, ensure that professional</p>	<p>Superintendent/Director of Student Services 07/01/2007 - 06/30/2009</p>	<p>\$80,000.00</p>	<p>Economic Impact Aid: Limited English Proficiency (LEP):</p>

development is provided, and support school sites in using SBE adopted ELD assessment data to monitor and adjust instruction for EL's			\$40,000.00 NCLB: Title III, Limited English Proficient (LEP) Student Program: \$40,000.00
Leveled Instruction and Flexible Grouping: Provide leveled ELD instruction to students. Curriculum embedded assessment data will be used to monitor and adjust instruction for EL's during ELD instruction.	Principals, Director of Student Services, ELD Coordinator 03/01/2007 - 06/30/2009	\$0.00	No funding required
Focus/Objective: Monitor ELD Instruction and Implementation - District and Site administrators and coaches will monitor the English Language Development (ELD) curriculum and instructional practice while reviewing pacing guides and assessment.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Routine Data Review: Site administrators will ensure staff regularly reviews, analyzes, and interprets current ELD benchmark data during Professional Collaboration Days (as noted in agendas) to support instructional improvement leading to increased student achievement.	Site Administrators, ELD Coordinator, Coaches 01/02/2008 - 06/30/2009	\$0.00	No funding required
Routine Classroom		\$0.00	No funding

Observations: School sites will monitor full implementation of SBE adopted curriculum for ELD instruction weekly.	Principals and Coaches 03/01/2008 - 06/30/2009		required
LEA Program Monitoring: LEA will use district observation tools during bi-annual walk-throughs at each site in order to observe instruction and provide feedback on the implementation of SBE adopted ELD curriculum implementation.	LEA and Site Administrators, ELD Coordinator and Coaches 03/01/2008 - 06/30/2009	\$0.00	No funding required
Program Evaluation and Modifications: Create subcommittee of District ELL committee to evaluate ELL programs and make recommendations for program modifications- including adjusting the schedule for ELD instructional time.	Director of Student Services, ELL Committee 03/20/2008 - 06/30/2009	\$0.00	No funding required
Pacing/Planning Committee: Hire teachers to adjust pacing guides for 2008-2009 based on teacher recommendations and publisher guidelines.	Director of Student Services, ELD Coordinator 04/30/2008 - 06/30/2008	\$4,000.00	NCLB: Title III, Limited English Proficient (LEP) Student Program: \$4,000.00
Standard: F.1.c. LEA Provides Data Systems and Support to Improve Instruction for ELs			

Focus/Objective: Data Base Systems - The district will provide systems that permit district and school staffs to collect, report, analyze and interpret data regarding English Learners' linguistic and academic progress and achievement; providing the ability to disaggregate data to improve instruction for English Learners.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>Data Systems for ELA, ELD, and Math: The LEA will maintain a district-wide data system (OARS & Edusoft) that allows school site personnel to gather, analyze, and disaggregate data by demographic characteristics, language levels ,grade, classroom, and academic achievement in ELA, Math and ELD.</p>	<p>Reading First Coordinator, ELD Coordinator 03/01/2008 - 07/31/2009</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>Data System Maintenance: Hire site technical support to manage data and provide ongoing support and training for staff in the use of the district data system (OARS) to analyze ELD assessment data. Assessment data will also be used to monitor and adjust instruction for English Learners in the core Reading Language Arts and Math instructional programs.</p>	<p>Director of Student Services 03/01/2008 - 06/30/2009</p>	<p>\$5,400.00</p>	<p>NCLB: Title III, Limited English Proficient (LEP) Student Program: \$5,400.00</p>
<p>Provide Disaggregated Data to school sites and teachers: The ELD department will provide school site administration and teachers with data for monitoring EL performance toward district expectations for year in EL program (Catch-up Plan). Data will be provided to administration and staff no later than September 15th of each school year. Updated CELDT level data will be provided to all teachers by the ELD clerks in February.</p>	<p>ELD Department 03/01/2008 - 06/30/2009</p>	<p>\$0.00</p>	<p>No funding required</p>

Standard: G.1.a. Professional Development Includes Research-based Strategies to Improve EL Outcomes			
Focus/Objective: Provides teachers of EL students with professional development focused to enhance use of adopted materials - Provide teachers of EL students with professional development focused on instructional strategies designed to enhance teachers' understanding and use of adopted materials and assessments.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Reading Language Arts Staff Development: Continue training for Elementary (K-5) teachers for SBE approved materials. Identification of State approved provider, scheduling of summer training during the summer and winter sessions if offered.	Reading First Coordinator, ELD Coordinator 06/30/2008 - 08/15/2008	\$85,000.00	Staff Development: SB 472 EL Professional Development: \$50,000.00 NCLB: Title I, Basic School Support: \$25,000.00 NCLB: Title II, Part A, Teacher Quality: \$10,000.00
Ongoing Focused Approach to Frontloading Houghton Mifflin: Provide ongoing training to teachers who have not had the Focused Approach to Frontloading Houghton Mifflin training as offered by EL Achieve.	Site Administrators, ELD Coordinator and Coaches 12/01/2007 - 06/30/2009	\$10,000.00	NCLB: Title I, Basic School Support: \$10,000.00
Focused Approach to Explicit		\$9,500.00	Unrestricted:

<p>Systematic ELD instruction: Provide training to administrators and coaches on the Focused Approach to Systematic ELD and evaluate program for district-wide training</p>	<p>Assistant Superintendent 02/01/2008 - 04/01/2008</p>		<p>\$9,500.00</p>
<p>Establish and implement district wide professional development schedule: Calendar Professional Development provided by district staff for the 2008-2009</p>	<p>Director of Student Services and ELD Coordinator 06/30/2008 - 07/31/2009</p>	<p>\$5,000.00</p>	<p>NCLB: Title III, Limited English Proficient (LEP) Student Program: \$5,000.00</p>
<p>Professional development in mathematics instruction: Site administrators, classroom teachers, and coaches will participate in professional development relative to the implementation of the new sbe adopted math curriculum, universal access components related to ELs, and any supplementary math materials.</p>	<p>Assistant Superintendent 06/30/2008 - 06/30/2008</p>	<p>\$0.00</p>	<p>No funding required</p>

Standard: B.1.e. All English Learners have Access to Appropriate Mathematics Instruction

Focus/Objective: Monitor mathematic instruction and implementation - LEA, principals and coaches routinely visit classrooms to observe and verify that all ELs are being instructed appropriately in the core mathematic curriculum based

on district established observation criteria.

Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
<p>Routine Data Review: Site administrators will ensure staff regularly reviews, analyzes, and interprets math benchmark data during Professional Collaboration Days (as noted in agendas) to support instructional improvement leading to increased student achievement.</p>	<p>Site Administrators and Coaches 03/01/2008 - 06/30/2009</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>LEA Mathematics Program Monitoring: LEA and Site administrators will monitor core math program for EL's bi-annually. District monitoring tool will be used to verify that classroom teachers implement sound math instruction including: Explicit Direct Instruction, use of scaffolding techniques, and flexible grouping.</p>	<p>Assistant Superintendent, Principals, Coaches and Teachers 08/15/2008 - 06/30/2009</p>	<p>\$0.00</p>	<p>No funding required</p>
<p>Sites monitor math instruction regularly: Site administrators will visit classrooms weekly to observe math instruction and to verify that all ELs are being instructed appropriately in the core math curriculum utilizing universal access components as appropriate</p>	<p>Principals and Coaches 03/15/2008 - 06/30/2009</p>	<p>\$0.00</p>	<p>No funding required</p>

for ELs			
Focus/Objective: Develop Pacing Guides - Develop pacing guides and assessment schedule for implementation of newly adopted math program			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Hire staff at each site to develop pacing guides and assessment schedule for core math program: Upon adoption of new math program, hire staff to develop pacing guides and assessment schedule for core math program.	Assistant Superintendent 04/30/2008 - 06/30/2009	\$4,000.00	School Improvement Program (SIP): \$4,000.00 \$4,000.00
Standard: B.1.d. All English Learners have Access to Appropriate Reading/Language Arts Instruction			
Focus/Objective: Monitor RLA Instruction and Implementation for ELs - Administrators and coaches will monitor EL RLA instruction through classroom observations and evaluation of assessment data.			
Specific Actions	Persons Responsible Timeline	Estimated Cost	Funding Source
Sites monitor RLA instruction regularly: Site administrators will visit classrooms weekly to observe E/LA instruction and to verify that all ELs are being instructed	Site Administrators and Coaches 03/01/2008 - 06/30/2009	\$0.00	No funding required

appropriately in the core E/LA curriculum utilizing universal access components as appropriate for ELs			
LEA Program Monitoring: LEA and Site administrators will monitor core RLA program for EL' s Biannually. District monitoring tool will be used to verify that classroom teachers implement sound ELA instruction including: Explicit Direct Instruction, use of scaffolding techniques, flexible grouping during Universal Access time, and incorporation of higher level critical thinking skills.	LEA and site administrators, coaches, Reading First Cordinators and ELD Coordinator 03/01/2008 - 06/30/2009	\$0.00	No funding required
Routine Data Review: Site administrators will ensure staff regularly reviews, analyzes, and interprets current RLA benchmarks during Professional Collaboration Days (as noted in agendas) to support instructional improvement leading to increased student achievement.	Site Administrators and Coaches 03/01/2008 - 06/30/2009	\$0.00	No funding required

ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.