

(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: June 2011 - August 2015

Date of Local Governing Board Approval: April 8, 2014

District Superintendent: Dr. Michelle McLean
Address: 737 Bear Mountain Boulevard
City: Arvin, California 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.

Dr. Michelle McLean 4-8-14
Printed or typed name of Superintendent Date Signature of Superintendent

Anabel Rubio 4-8-14
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 2013-2015.

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
<p>A. <u>Alignment of Instruction with Content Standards</u></p> <p>(ELA Instructional Materials Rubric Item #1)</p> <p>1. The district will continue to provide and all K-6 teachers will fully implement the MacMillan-McGrawHill Treasures SBE-adopted core instructional program 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. Purchase of the California Treasures Macmillan-McGraw Hill was completed in August, 2011.</p> <p>2. The district will continue to provide and all 7th-8th grade teachers will fully implement the California Treasures Glencoe-McGrawHill SBE-adopted core instructional program in English/language arts (ELA) including strategic interventions, first implemented in August, 2010.</p> <p>3. The district has contracted with The Leadership and Learning Center to focus on the development of common core aligned units of study. The work will include two days of professional development for the entire certificated staff. The work will also include teams of teachers from each grade K-8 to prioritize common core standards, develop units of study, create common formative assessments, and develop lesson plans for all learners of ELA including English language learners and students with disabilities.</p> <p>4. The district will continue to provide and teachers will fully implement the SBE adopted program Inside, an intensive-level intervention program for students performing two years below grade level, in grades 7th and 8th. This implementation began in August, 2010.</p>	<p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p> <p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p> <p>Superintendent, Assist. Supt, Director, Principals, Coaches, Teachers</p> <p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p>	<p>1. 8/11-8/15</p> <p>2. 8/10-8/15</p> <p>3. 4/13-8/15</p> <p>4. 8/11-8/15</p>	<p>Replacement of materials, New purchase for K-5</p> <p>Replacement of materials</p> <p>Contract fees, supplemental materials, copying</p> <p>Replacement of materials</p>	<p>1. Williams Act materials list, classroom observation data</p> <p>2. Williams Act materials list, classroom lists, observation data</p> <p>3.Units of study, lesson plans, assessments</p> <p>4. Classroom observation, lesson plans, assessment data</p>	<p>(3200) (6300)</p> <p>(3200) (6300)</p> <p>\$150,000</p> <p>(3200) (6300)</p>	<p>(3200) (6300)</p> <p>Common core, LCFF</p> <p>(3200) (6300)</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
5. The district will continue to provide and teachers will fully implement the SBE-adopted MacMillan-McGrawHill Triumphs Intervention Program daily with 4 th -6 th grade students performing more than 2 years below grade level, as appropriate, based on their assessed needs. These materials were implemented in August, 2012.	Superintendent, Assist. Supt., Principals Coaches, Teachers	5. 8/11-8/15	Replacement of materials	5. Classroom observation, lesson plans, assessment data		
6. 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 include: <ul style="list-style-type: none"> • Extra Support material listed in each of the respective curriculum inventories from the California Treasures Curriculum as appropriate, based on the present levels of student performance. • The Inside Intensive Intervention Program as needed based on student assessment • Triumphs Intervention curriculum from MacMillan-McGraw Hill Treasures. • Edmark supplementary materials for additional comprehension, phonics and fluency support. • Corrective Reading Curriculum including Decoding, Comprehension, Spelling and Writing for grades 4-8 SDC students, as appropriate to assessed need. 	Superintendent, Assist. Supt., Principals, Coaches, Teachers	6. 8/11-8/15	Replacement costs of materials	6. Classroom observation, lesson plans, assessment data	\$5,000	(3200)
<p>(Focus on High Priority Students Rubric Item #1, bullet #1)</p> <p>7. The district will continue to provide and teachers will fully implement the 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"> • California Treasures Program 2 English Language Development (ELD) for Grades K-8. • Systematic ELD by Susana Dutro for Grades K-6 	Superintendent, Assist. Supt., Principals, Dir. Of Curr.Coaches Teachers	8/11-8/15	Replacement of materials	7. ELD observation data, ELD lesson plans, EL proficiency level data, walkthroughs	\$5,000	(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
<p>8. The district implemented the Inside, ELA intervention curriculum to all intensive-level students in grades 7-8, a 2008 SBE adopted program. Full implementation began in August, 2012. The District implemented the Triumphs Intervention Program to students performing two years below grade level in grades 4-6, beginning in August, 2012.</p> <p>a. The district will continue to provide and teachers will fully implement the Inside and Triumphs Intervention Programs daily with students performing more than 2 years below grade level.</p> <p>b. The district will purchase additional materials when necessary to enable all schools with grades 4-8 the ability to provide intensive-level ELA intervention to all intensive level students using the criteria described in Action Step E-2b.</p>	Assist. Supt., Teachers	8/12-8/15	Replacement of materials	8. Purchase orders, Williams Act Textbooks inventories, lesson plans, walkthrough data	\$20,000	(3200) (6300)
<p>(ELA Instructional Materials Rubric Item #2, Bullets 1-3)</p> <p>9. The district adopted and implemented the 2008 ELA SBE approved curriculum for grades K-8, in August, 2010, using the following process:</p> <p>a. The district created a representative committee comprised of ELA teachers and site and district administrators to facilitate the 2008 ELA adoption process during the 2009-2010 school year.</p> <p>b. The district’s ELA curriculum-adoption committee utilized 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. After district school board adoption, the district purchased the curriculum materials in February, 2010 for implementation in 2010-11, for grades 6-8, 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 fully implemented the 2008 ELA curriculum for grades K-5 in August, 2011. This included all support and intervention materials.</p>	Superintendent, Assist. Supt., Principals, Coordinators, Teachers	9d. 8/11-8/15	9c,d. Replacement materials and supplies	<p>9. Williams Inventories, Committee list, meeting rosters, Meeting notes, Board approval minutes</p> <p>9c. Purchase orders, Williams Inventory</p> <p>9d. Williams Act inventories, classroom observation data, lesson plans</p>	<p>\$50,000</p> <p>9c.\$300,000</p> <p>9d. \$600,000</p>	<p>(3200) (6300)</p> <p>(3200) (6300)</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><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 continue to provide and teachers will fully implement the currently adopted McGraw-Hill ELA Treasures curriculum, with fidelity in all K-5 classrooms and will continue to fully implement the currently adopted California Treasures McGraw-Hill and Glencoe-McGraw-Hill ELA curriculum in all 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. • 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. The following time allocations for daily ELA instruction will be followed by all teachers in the district, including universal access and strategic intervention time for their respective grade level:</p> <ul style="list-style-type: none"> • Grade K: 1.5 hours daily • Grades 1-3: 2.5 hours daily • Grades 4-6: 2.0 hours daily • Grades 7-8: 1 to 2.0 hours daily <p>c. The district has written a Curriculum and Assessment Guide for each grade level which includes an assessment blueprint of the grade level standards, a scope and sequence, writing rubric, assessment protocols, and RLA pacing guide window for all teachers. The RLA benchmarks were all re-written in summer and fall 2012, to be completely standards based. The benchmark standards are the goal of the</p>	<p>Assist. Supt., Principals, Curriculum Director, Teachers</p>	<p>1. 8/12-8/15</p>	<p>1a.Replacement costs</p> <p>1c,d. Printing costs of Guide and benchmark assessments</p>	<p>1.Textbook Inventory, classroom observation data</p> <p>1a-d. IEPs, William’s Act inventories, Curriculum & Assessment Guide, classroom observation data</p> <p>1c,d. Assessment data, lesson plans, benchmark results</p>	<p>\$8,000 Benchmarks</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>assessments and pacing guide format which allows certificated staff the flexibility to shift blocks of time for higher level, more rigorous instruction.</p> <p>d. The Curriculum and Assessment Guides include RLA, ELD, and RLA intervention support broken down by trimesters, assessment dates, academic vocabulary, comprehension strategy, vocabulary strategy, writing mechanics and theme overall ideas. This implementation of pacing and assessment guides is designed to schedule instruction through a set of essential standards each trimester. The benchmark data is closely monitored through the School City program.</p> <p>e. The district has re-written its GATE program and plan for qualifying students to include challenge and extra-curricular activities which are required for students in the program. Core ELA extension lessons are taught by teachers and students are provided experience in Battle of The Books, Oral Language Festival, AVID tutors, Math Field Day, Science Field Day, and Science Bowl.</p> <p>f. The district has implemented AVID across all four school sites. AVID strategies are being taught in classrooms grades K-8, along with tutorials and special projects. The district is committed to funding the cost of summer institute training and site license fees to participate in the AVID program.</p>	<p>Superintendent, Assist. Supt., Supervisor of Instruction, Principals, Teachers</p> <p>Superintendent, Assist. Supt., Principals, Coaches, Teachers, Director</p>	<p>8/13-8/15</p> <p>6/13-8/15</p>	<p>Extension curricular materials, novels, entrance fees</p> <p>Site license fee, summer institute training, supplies</p>	<p>Assessment & benchmark data, report cards, attendance rosters</p> <p>Lesson plans, assessment & benchmark data</p>	<p>\$5000</p> <p>\$75,000</p>	<p>LCFF</p> <p>LCFF</p>
<p>(ELA Instructional Materials Rubric, Item #1, Bullet 2)</p> <p>2. The district will systematically provide 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. ensure that additional time has been allotted for strategic intervention at all grade levels in all schools:</p> <ul style="list-style-type: none"> • Universal Access will be provided for 30 minutes daily in all classrooms K-6 to provide 	<p>2 a-e. Superintendent Assist. Supt., Principals, Assist. Principals, ELA Coaches, Coordinators, Teachers</p>	<p>2a.-e. 8/12-8/15</p>		<p>2a-c. District Intervention Plan, master schedules, benchmark assessment calendars, PLC agendas, minutes</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>additional instructional support using California Treasures handbooks, Extra Support, ELD.</p> <ul style="list-style-type: none"> •Grades 7-8 will provide daily classroom intervention using Glencoe Treasures ancillary materials •Students who are more than 2 years below will use the Inside Curriculum in grades 7-8, and the Treasures Triumphs curriculum in grades 4-8. •Students with disabilities will be provided with Inside curriculum, Triumphs and or Corrective Reading based upon their need as specified in the student’s IEP <p>b. All district and site certificated staff will use the School City data system to guide individual classroom instruction, grade level collaboration meetings, site walkthroughs and district walkthroughs. The School City data management system was purchased by the district in July, 2012. The system will also be used to develop standards based benchmark assessments for grades 2-8.</p> <p>c. The district will annually provide a written master plan for the identification, placement and instruction of all strategic-level students that will include entrance/exit criteria for flexible grouping.</p> <p>d. The district will provide two time bank days per month, for Professional Learning Communities to meet by grade and or department. Teacher teams will meet in order to analyze RLA student performance data and plan to discuss lesson delivery to meet specific student needs as determined from the data. Special education teachers will participate on the grade level team most appropriate to their grade level, and meet once per month with the Assistant Superintendent as a collaborative group.</p> <p>e. Provide all teachers of RLA, including special education teachers, with their Inside or California Treasures and or Triumphs curriculum support materials as well as any other ancillary materials</p>		8/2012-8/15	2b. School City Contract	<p>2b-d.School City trainings, Catch-up Plan, Interim Intervention Plan, assessment data, master calendar</p> <p>2e- textbook inventory, extra support materials list</p>	<p>2b.\$25,000 purchase</p> <p>\$36,000 to include assessments</p> <p>\$3,000</p>	(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>approved by the district for strategic intervention.</p> <p>f. The district will fund up to \$50,000 to each school site to expand their after school programs. The site principal or designee will prepare a request for funding with a description on how student academic services will be expanded following the regular school day. This program will provide individual and small group intervention and enrichment opportunities for all students based on their instructional need.</p>	<p>Superintendent, Assist. Supt., Principals, Teachers</p>	<p>8/13-8/15</p>	<p>Extended day pay for certificated and classified staff</p>	<p>Assessment & benchmark data, report cards</p>	<p>Up to \$200,000</p>	<p>LCFF</p>
<p>g. The district hired a second Band / Music teacher to provide music and instrument instruction at the elementary school sites.</p>	<p>Superintendent, Principals, Teachers</p>	<p>6/13-8/15</p>	<p>Instruments, equipment, salary</p>	<p>Lesson plans, daily schedules</p>	<p>\$125,000</p>	<p>LCFF</p>
<p>(ELA Instructional Materials Rubric, Item #2)</p> <p>3. The district will fully implement the 2008 RLA adoption with fidelity in all K-8 classrooms with the California Treasures program through the following actions:</p> <p>a. 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 California Framework for RLA:</p> <ul style="list-style-type: none"> • Grade K: 1.5 hours daily • Grades 1-3: 2.5 hours daily • Grades 4-6: 2.0 hours daily • Grades 7-8: 1 to 2.0 hours daily <p>b. Annually review each grade level’s Curriculum and Assessment guide, update the scope and sequence and benchmark calendar for all certificated staff.</p> <p>c. Monitor through the use of site and district walkthroughs, the implementation of the Curriculum and Assessment guide to ensure that all teachers are using them daily and are systematically administering the district required standards based benchmark assessments.</p> <p>d. Provide bi-monthly collaboration time for all instructional staff to plan appropriate standards based lessons and develop rigorous common formative assessments.</p>	<p>Superintendent, Assist. Supt., Principals, Assist. Principals, Coaches, Coordinators, Teachers</p>	<p>3a-e. 8/12-8/15</p>	<p>3a-e. Teachers, coaches, Coordinator</p>	<p>3a. Master schedule, Interim Intervention Plan</p> <p>3b-e. Lesson plans, assessment calendars, monitoring calendars, committee rosters, PLC agendas, sign-in sheets</p>	<p>\$50,000</p>	<p>(3011) (6300)</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>e. Provide an English Language Development Scope and Sequence describing daily ELD instruction for teachers including Systematic ELD, California Treasures ELD program components, ELD vocabulary, focus wall requirements, and assessment protocol. ELD will be provided for up to 45 minutes daily.</p> <p>f. The district created a professional development plan to ensure that teachers of RLA core and intervention programs receive the SB 472 initial 40-hour training of the 2008 ELA adoption. 100% of staff have been trained, completed in June, 2012.</p> <p>g. The district currently has two assistant principals and one academic dean who need to complete the AB 430 program. All administrators are enrolled at university for completion.</p> <p>4. The district has fiscal policies and a resource allocation plan to fully implement the 9 EPCs in regard to ELA instruction:</p> <p>a) Site administrators will receive and review their site budgets on a monthly basis.</p> <p>b) The district will annually review the LEA Plan and at least once per trimester, review the Single School Plans to verify that the budgets align with the goals in the LEA DAIT Plan, and that they include specific, measurable action steps / goals.</p> <p>c) The LEA will ensure that the most restricted funding is appropriate expended, in accordance with federal and state guidelines, prior to using unrestricted funds.</p>	<p>Assist. Supt., Chief Business Official, Principals</p>	<p>4a-c. 8/08-8/15</p>	<p>3g. Registration costs</p>	<p>Certificates of completion, portfolios</p> <p>4a-c. SPSA, LEA DAIT plan, Resource Allocation Plan, monthly budget report</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>C. Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials</p> <p>(Professional Development-Teachers, Rubric Item #2, Bullet 1) 99% of the district’s current teachers of reading/language arts have completed the initial 40-hours of SB 472 training, and 89% have also completed the follow-up practicum hours. The district’s two remaining teachers who require the SB472 training will be enrolled at the next opportunity with KCSOS. 99% of the district’s current teachers have completed the SB 472 ELPD professional development. The remaining teacher will be enrolled when a training is offered again through KCSOS.</p> <p>(Professional Development-Teachers, Rubric Item #2, Bullet 2, and Item #3)</p> <ol style="list-style-type: none"> 1. The district will continue to maintain staff development records and logs for each teacher as they complete the initial and follow up hours for the SB 472 training, and ELPD training. a. The district will provide academic coaching support to those teachers who have not as yet completed the SB472 trainings. Other district support will include: <ul style="list-style-type: none"> • Demonstration lessons • Lesson Studies • Classroom observations with feedback • Assistance with data analysis b. The district has developed and disseminated a detailed document of specific district-approved activities for the 80-hour SB 472 ELA practicum, which would also include the ELPD training. c. The district has in place a monitoring process that will include semi-annual reviews to ensure that all teachers are fulfilling their goals as outlined in the plan. The district will provide written feedback to teachers who are not making progress that will describe options and a timeline for teachers. 	<p>Superintendent, Assist. Supt., Principals, Academic Coaches, Teachers</p>	<p>1a-c. 8/12-8/15</p>	<p>Teacher registrations and substitutes</p>	<p>Completion certificates, activity logs, lesson plans</p> <p>1a-c. Professional Development Matrix, teacher goals, SB472 completion of activity documentation, coaching logs, PLC agendas, minutes</p>	<p>\$2,000</p>	<p>(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>2. The district will provide a continuum of professional development for teachers in RLA, including strategic level and intensive level intervention, by:</p> <ul style="list-style-type: none"> a. Documenting that each teacher has received training on Universal Access support materials. 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. c. The district will research and purchase an effective classroom observation tool. The tool will be implemented in the 2014-15 school year using LCFF funding. 	<p>Assist. Supt., Coordinator, Principals, Academic Coach, Teachers</p> <p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p>	<p>2a-c. 8/12-8/15</p> <p>5/14-8/15</p>	<p>Annual contract renewal</p>	<p>2. PCD Sign-in sheets, agendas, lesson plans, coach logs</p> <p>Observation data, assessment & benchmark data</p>	<p>\$25,000</p>	<p>LCFF</p>
<p>(Focus on High Priority Students Rubric Item #2, Bullet 1)</p> <p>3. The district will continue to provide a continuum of support to teachers delivering specialized instruction to students with disabilities:</p> <ul style="list-style-type: none"> a. Teachers will receive assistance from academic coaches or the district's program coordinators, as determined by site administrators or personal request. b. Special education teachers will meet one time per month as a professional learning community for the development and implementation of IEP's which are based on standards based academic goals and assessments. c. Teachers will receive training on all district-approved curriculum materials with which they instruct. 	<p>Assist. Supt., Principals, Academic Coach, Teachers</p>	<p>3a-b. 8/12-8/15</p>	<p>3b. 7 ELA coaches @ 75% in classrooms</p>	<p>3a-c. Coaching logs/notes/Minute</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>(Focus on High Priority Students Rubric, Item #2, Bullet 2)</p> <p>4. The district will ensure that all teachers, including those with English Learners, are provided training on Explicit Direct Instruction, Content and Language Objectives, Linguistic Frames, Graphic Organizers, Academic Language Scaffolding and Systematic ELD for daily use and classroom lessons.</p> <p>5. The district has developed 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. The district will also meet once per trimester with the site principals to review assessment data in a data protocol setting. The district has designed a template for reporting strengths, needs, intervention support for students, and grade levels and or teachers to target for support. A timeline is also included for reporting purposes.</p> <p>(Professional Development Rubric-Teachers, Item #2, Bullet 3)</p> <p>6. The district will ensure that staff who provide direct instruction to students in RLA core and intervention programs, including special education teachers and teachers of English Learners, as appropriate to their assignment, receive the SB 472 initial 40-hour training in the 2008 ELA adoption in which they instruct, including ELPD.</p> <p>a. The district will provide training for the 2 remaining teachers who need to complete RLA.</p> <p>b. The district has four SB 472 approved trainers for the ELA adopted Treasures 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 adoption.</p>	<p>Assist. Supt., Coordinator, Academic Coach, Principals, Teachers</p> <p>Assist Supt., Coordinator, Principals, Teachers</p> <p>Assist. Supt., Principals, Coordinators, Teachers</p>	<p>4.8/12-8/15</p> <p>5. 8/12-8/15</p> <p>6a,b.8/12-8/15</p>	<p>Training Costs for 4 staff members</p>	<p>4. Coaching logs, Collaborative meeting agendas, minutes, PD Matrix</p> <p>5. Collaborative meeting minutes, agendas, assessment data, lesson plans, district protocol meeting notes</p> <p>6. Professional Dev. Plan, Monitoring Effectiveness Plan</p>	<p>\$2,000</p>	<p>(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>7. 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., Principals, Coordinator, Teachers</p>	<p>7a-c. 8/12-8/15</p>		<p>7. Written Professional Development Plan, PD Matrix, agendas, sign-in sheets, minutes from trainings</p>		
<p>(Professional Development for Administrators, Item #1) 8. The district currently has two assistant principals and an academic dean who need to complete the AB 430 Program. All administrators have been enrolled in a university program.</p>	<p>Assist. Supt.</p>	<p>8. 8/12-8/15</p>	<p>8. Training costs</p>	<p>8. AB/430 documentation of completion</p>		<p>(4036)</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
9. All current site administrators have completed the SB 472 40-hour training for his/her school's 2008 ELA adopted program(s).	Assist. Supt.	9. 8/12-8/15		9. SB 472 documentation of completion		
10. Site administrators hired subsequent to the 2008 ELA adoption will complete the AB 430 principal's training, including practicum hours.	Assist. Supt, Administrative Team	10. 8/12-8/14		10. AB 430 documentation of completion		
11. Site administrators have attended and completed 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, Administrative Team	11.8/12-8/14		11. EL Institute registrations, documentation of completion		
12. Site administrators have completed the SB 472 English Learner Professional Development program along with their teachers.	Assist. Supt., Administrative Team	12. 8/12-8/14		12. ELPD documentation of completion		
13. 100% of Site administrators have been trained on the implementation of: <ol style="list-style-type: none"> a. Programs for students with disabilities. b. Response to Intervention continuum of programs. 	Assist. Supt., Administrative Team	13. 8/12-8/14		13. Purchase orders, rosters, RtI documentation of completion		

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>D. <u>Monitoring Program Effectiveness</u></p> <p>(ELA Instructional Materials Rubric, Item #1-2 and Professional Development for Teachers Rubric Items #2-3 and Professional Development for Administrators Rubric Item #1)</p> <p>1. The district will monitor the implementation of the board adopted curriculum materials, appropriate instructional time, pacing guides, rigorous academic instruction, ELD instruction, professional collaboration meetings, assessment data analysis and the application of professional development strategies through both informal and formal classroom observations by principals, assistant principals, academic coaches and district office administrators.</p> <p>2. The district will ensure that principals and assistant principals monitor classrooms for evidence of adopted materials, appropriate instructional time, rigorous instruction, action plans from professional learning communities, and pacing guides through specific feedback for instructional staff on a weekly basis. The district’s expectation is for all site administrators to spend at least two hours per day in classrooms.</p> <p>3. The district will ensure that principals and assistant principals monitor on a daily basis the use of assessments and analysis of assessment data from School City followed by changes in instructional practice and interventions for students. District administrators will meet with the site principals once per trimester to review their site data for academic gains and priority areas to be addressed.</p> <p>4. The district will continue to monitor the completion of required training for teachers and administrators.</p>	<p>1-5: Superintendent, Assist. Supt., Principals, Coaches, Coordinators</p>	<p>1-5: 8/12-8/15</p>	<p>3.School City database</p>	<p>1-5: Monitoring Program Effectiveness Plan, pacing guides, classroom observation data, site admin. logs, coaches logs, PLC minutes, action plans from principals</p>	<p>\$36,000 for assessments</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>5. District level administrators will monitor the effectiveness of the implemented instructional program through Administrative Cabinet meetings held bi-monthly, scheduled site walkthroughs and unannounced school site classroom walkthroughs.</p> <p>6. The district will ensure that instructional monitoring is taking place through the collection and review of the following:</p> <ul style="list-style-type: none"> • Principal classroom observation logs – collected monthly • Grade level PLC agendas, minutes, action plans • Trimester action plans submitted to district office by principals • Academic coaching logs • Monitoring of teacher attendance daily • Site administrator feedback to classroom teachers • Updates presented to administrative cabinet and the local board <p>7. 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 #7 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 	<p>6-8: Superintendent, Assist. Supt., Directors, Coaches</p>	<p>6-8: 8/12- 8/15</p>		<p>6-8. Monitoring Program Effectiveness Plan, Observation tool and data, coach logs, pacing guides, lesson plans, AC agendas and sign in sheets</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><u>E. Targeting Services and Programs to Lowest-performing Student Groups</u></p> <p>(Focus on High Priority Students, ELA Instructional Materials Rubric, Item #1-3)</p> <p>1. The district will continue to implement fully daily R/LA intensive intervention instruction for identified students working more than two years below grade level using the action steps below:</p> <ul style="list-style-type: none"> Multiple measures will be used to identify lowest performing students using the RLA portion of the most recent CST, a score of below 50% on the Unit 5 CA Treasures theme assessment, and teacher recommendation. For students in grades 4-6, the Triumphs intervention program will be utilized as appropriate for identified students including English learners and students with disabilities. For students in grades 7-8, the Inside intervention program will be utilized as appropriate for identified students including English learners and students with disabilities. Standards aligned academic assessments, as well as diagnostic assessments will be utilized for continuous progress monitoring of student performance. The district will provide all standards aligned board adopted instructional materials for RLA instruction to all identified students with disabilities as appropriate to the student’s individual present levels of performance and use standards based goals and objectives in their IEP’s. Ensure that 2.0 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>1.Assist. Supt., Principals, Director, Coaches, Teachers</p>	<p>1. 8/12-8/15</p>	<p>Replacement of textbooks and materials</p>	<p>1.District written entry-exit criteria document, CST scores, School City data, classroom observation logs, lesson plans, student work samples, intervention plans, class lists</p>		<p>(3200) (6300)</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"> • The district will develop and disseminate a written master plan for the identification, placement and instruction of intensive-level students including entrance and exit criteria annually through the use of site administrators and academic coaches. • Through classroom walk-throughs district and site administrators will ensure that all RLA intervention classrooms are using the SBE-adopted programs with fidelity as outlined in the APS. • Using the protocol established in RLA Action Step D-3, the district will ensure that teachers are administering all required weekly and benchmark assessments. • Ensure that students are moved into or out of ELA intensive intervention, as needed, based on the assessments described above. • Students will be evaluated and tested for placement in intensive intervention programs in the spring of each academic year. 						
<p>(ELA Instructional Materials Rubric, Item #4 SWD) 3. The district will provide differentiated approaches to meet the needs of all students with disabilities in ELA: 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. • Inside, California Treasures and district benchmark assessments • Student Study Team data. • Common formative assessments developed by PLC teams and from School City Rapid Response <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 and IEP goals will be based on grade level</p>	Assist. Supt., Coaches, Coordinators, Teachers	3a,b. 8/12-8/15		3a,b. Monitoring calendar, Coaching logs, student assessments, lesson plans, Intervention plan, student IEPs.		

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>c. The district will provide a continuum of RLA 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> <ul style="list-style-type: none"> • Triumphs as part of California Treasures will be used for special day class students in grades 7 and 8. These students will also use Corrective Reading, ancillary components of California Treasures and or Expressions to complete their core instruction. • Triumphs as part of California Treasures and Corrective Reading will be used for SDC students in grades 2-6. Corrective Reading and ancillary components of the California Treasures will be used to complete their core instruction. • Reading Mastery and ancillary components of the California Treasures curriculum will be used for SDC students in grades K-2. • The use of Extra Support handbooks listed in the district inventory for the California Treasures RLA curriculum with additional instructional time will be provided for all students with disabilities in grades K-8. • Resource students in grades K-6 will use Reading Mastery, Corrective Reading and or Triumphs to work on grade level standards. • Resource students in grades 7-8 will use Inside and ancillary components of the California Treasures program. <p>d. The district will ensure the usage of differentiated approaches for student with disabilities:</p> <ul style="list-style-type: none"> • All teachers will receive a continuum of training and support for full implementation of the Focused Approach to Frontloading • All teachers will fully implement the Arvin 	<p>Assist. Supt. Principals, Directors, coaches, Teachers</p>	<p>3c,d. 8/12- 8/15</p>	<p>3c,d Training costs and coaching support (20 teachers @ \$1200.)</p>	<p>3c,d Interim Intervention Plan, Classroom observations, IEPs and IEP meetings</p>	<p>Already completed</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>Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding.</p> <ul style="list-style-type: none"> 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. The district will continue the expansion of special needs programs including pre-school special day class, and continue returning district students from county programs when feasible. 	<p>Assist. Supt., Principals, Teachers</p>	<p>8/13-8/15</p>	<p>Professional development, curriculum, materials</p>	<p>IEP reviews, progress reports</p>	<p>\$100,000</p>	
<p>(Focus on High Priority Students Rubric, Item #4, ELL)</p> <p>4. The district will ensure the usage of instructional delivery strategies within core instruction that render content comprehensible to EL students:</p> <ol style="list-style-type: none"> All teachers to receive a continuum of training and support for full implementation of the Focused Approach to Frontloading and the ADEPT assessment tool. All teachers will fully implement the Arvin Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding. The district will include instructional delivery strategies for EL students on the classroom observation tool described in ELA Section D action steps. 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. 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>Assist. Supt., EL Coordinator, Principals, Coaches, Teachers</p>	<p>4a-e 8/08-8/15</p>	<p>4a. Training costs and coaching support</p>	<p>4a. Professional Development Matrix</p> <p>4b. Monitor Plan, Professional Collaboration sign-in sheets, agendas</p> <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>	<p>\$10,000</p>	<p>(3200)</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2015.

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 and all K-6 teachers will fully implement the Harcourt Brace, California Math, SBE-adopted core instructional program 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, Teachers	1. 8/09-8/15	Replacement of materials	1. Williams Act materials list, classroom observation data		(3200) (6300)
2. The district will continue to provide and all grade 7 teachers will fully implement the McDougal-Littell Math Course 2, and all grade 8 teachers will fully implement the McDougal Littell Algebra Readiness and Algebra 1 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, Teachers	2. 8/09-8/15	Replacement of materials	2. Williams Act materials list, classroom observation data		(3200) (6300)
3. The district will continue to provide and teachers will implement daily, the Momentum Math intervention program, an SBE-approved material for intensive-level students identified as being two or more grades levels behind, based on individual need.	Superintendent, Assist. Supt., Principal, Assist. Principal Coaches, Teachers	3. 8/08-8/15	Replacement of materials	3. Williams Act materials list, Classroom observation data, lesson plans		(3200) (6300)
4. The district will continue to provide and teachers will implement daily, a continuum of locally and SBE-adopted mathematics materials to students with disabilities, based on need, as identified in IEP goals that include: <ul style="list-style-type: none"> • Touch Math strategies • Extra Support materials from the Harcourt Brace and 	Superintendent, Assist. Supt., Teachers	4. 8/08-8/15	Replacement of materials	4. IEP Goals, lesson plans, observation data		(3200) (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
<p>McDougal-Littell Curriculum as appropriate by grade level, and district-approved ancillary materials including Momentum Math for grades 4-8 and the Extra Support and Re-teach materials.</p> <p>5. The district will continue to ensure that all teachers of English learners have and use daily the mathematics EL support materials for all core and intervention curricular programs currently in place as listed in the district’s curriculum inventory for mathematics.</p> <ul style="list-style-type: none"> • EL Support Workbook HB • Reteach HB • UA information in the Wrap Around • Manipulatives <p>6. The district is piloting Math Expressions, a Common Core Math Program by Houghton Mifflin Harcourt, in grades Kindergarten and first. Professional development was provided to instructional staff, including the Dual Immersion classes.</p> <p>7. The district has contracted with the Leadership and Learning Center to focus on the development of common core aligned units of study. The work will include two days of professional development for the entire certificated staff. The work will also include teams of teachers from each grade K-8 to prioritize common core standards, develop units of study, create common formative assessments, and develop lesson plans for all learners of Math including English Language learners and students with disabilities.</p> <p>(Mathematics Instructional Materials Rubric Item #2, Bullets 1-3)</p> <p>8. The district adopted and phased-in the 2007 Mathematics curriculum using the following process:</p> <p>a. The district created a representative committee comprised of mathematics teachers and site and district administrators to direct the 2007 mathematics adoption.</p>	<p>Assist. Supt., EL Coordinator, Principals, Teachers</p> <p>Assist. Supt., Director, Principals, Coaches, Teachers</p> <p>Superintendent, Assist. Supt., Director, Principals, Coaches, Teachers</p> <p>Superintendent, Assist. Supt, Principals, Teachers</p>	<p>5. 8/08-8/15</p> <p>5/13-6/14</p> <p>4/13-8/15</p> <p>8a. 1/08-4/08</p>	<p>Replacement costs</p> <p>Contract fees, supplemental materials, copying</p>	<p>5. ELD observation data, ELD lesson plans, EL proficiency level data, classroom walk-through data</p> <p>Units of study, lesson plans, assessments</p> <p>8a-b. Committee list, meeting rosters,</p>	<p></p> <p>\$150,000</p>	<p>(6300)</p> <p>Common Core, LCFF</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>b. The district’s mathematics curriculum-adoption committee reviewed and/or piloted select 2007 mathematics curriculum adoptions for all grade levels, as appropriate, including interventions.</p> <p>c. The district adopted and purchased the 2007 SBE-adopted mathematics curriculum materials, including intervention and support materials to meet the needs of all students, district-wide, based on committee recommendations as follows:</p> <ul style="list-style-type: none"> • Grades K-6: Harcourt-Brace. • Grade 7: McDougal Littell, Course 2. • Grade 8: McDougal Littell, Algebra 1 • Grade 8: McDougal Littell, Algebra Readiness. • Grades 4-7: Kaplan Momentum Math, Intensive Intervention. • Grade 8: Kaplan Momentum Math, highest priority students. <p>d. The district phased-in and distributed all 2007 SBE-adopted mathematics core and intervention curriculum, as appropriate, to each teacher of mathematics with full implementation in fall of 2009.</p>		<p>8b. 4/08-5/08</p> <p>8c. 6/08-6/09</p> <p>d. 6/09-8/09</p>	<p>8c. Textbooks and related materials</p>	<p>Meeting notes, Board approval minutes</p> <p>8c. Purchase orders</p> <p>8d. Williams Act inventories, classroom observation data, lesson plans</p>	<p>\$300,000</p>	<p>(6300)</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><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 continue to provide and all K-6 teachers will fully implement the currently adopted Harcourt Brace curriculum daily with fidelity, and all 7-8 teachers will fully implement daily the currently adopted McDougal Littell curriculum in all 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. The district has written a Curriculum and Assessment Guide for each grade level which includes an assessment blueprint of the grade level standards, a scope and sequence, writing rubric, assessment protocols, and Math pacing guide window for all teachers. The Math benchmarks were re-written in summer and fall of 2012, to be completely standards based. The benchmark standards are the goal of the assessments and pacing guide format which allows certificated staff the flexibility to shift blocks of time for higher level, more rigorous instruction.</p> <p>d. The Curriculum and Assessment Guide includes Math intervention support broken down by trimesters, assessment dates and overall theme ideas. The implementation of the pacing and assessment guides is designed to schedule instruction through a set of essential standards each trimester. The benchmark data is closely monitored through the School City program.</p>	<p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p>	<p>1a-b. 8/09-8/15</p> <p>1c-d. 8/12-8/15</p>	<p>1c-d. Printing costs of Guide and benchmark assessments</p>	<p>1a-b. Williams Textbook Inventories, Master schedule, APS, California Math Framework</p> <p>1c-d. Assessment data, lesson plans, benchmark results</p>	<p>\$8,000 Benchmarks</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, 20 minutes and grades 7-8, 30 minutes, or one additional period.</p> <p>b. All district and site certificated staff will use the School City data system to guide individual classroom instruction, grade level collaboration meetings, site walkthroughs and district walkthroughs. The School City data management system was purchased by the district in July, 2012. The system will also be used to develop standards based benchmark assessments for grades 2-8.</p> <p>c. The district will annually provide a written master plan for the identification, placement and instruction of all strategic-level students that will include entrance/exit criteria for flexible grouping.</p> <p>d. Review of classroom mathematics materials to ensure that all teachers of mathematics, including special education teachers, are provided with their Harcourt Brace 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 • Harcourt Brace Core • McDougal Littell Core • Touch Math strategies <p>f. The district will provide two bank time days per month for Professional Learning Communities to meet by grade and or department. Teacher teams will meet in order to analyze Math student performance data and plan to</p>	<p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p>	<p>2a. 8/10-8/15</p> <p>2b. 9/08 – 8/15</p> <p>2d-e. 8/08 – 8/15</p>	<p>2d. Replacement of materials</p>	<p>2a-f. Math Intervention Plan, Williams Inventories, master schedules, assessment calendar</p> <p>2c. math intervention plan</p> <p>2d. Math curriculum inventory, classroom observations</p> <p>2e. IEP goals, Monitoring Calendar, Lesson plans, classroom observation data</p>	<p>\$5,000</p>	<p>(6300)</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>b. The LEA will annually review the LEA Plan and Single School Plans once per trimester 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) 94% of the district's current teachers of mathematics have completed the initial 40-hours of SB 472 training, and 65% have also completed the follow-up practicum hours in the district's current mathematics adoptions. The remaining four teachers will attend the next scheduled workshop at Kern County Superintendent of Schools.</p>	<p>Assist. Supt., Principals, Teachers</p>	<p>9/08-8/15</p>	<p>Registration fees</p>	<p>4b-c. SPSA Plans, LEA, DAIT Plans, monthly budget updates, P.O. approvals</p> <p>Professional Development Matrix, sign in sheets, registration forms.</p>	<p>\$2,000</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>(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> <ul style="list-style-type: none"> a. A matrix for documenting completion of SB 472 mathematics initial and practicum hours and ELPD training. 100% will be trained in ELPD by 6/13. b. Individual goals/plans for teachers who have not completed the SB 472 mathematics or ELPD training with a timeline for completion of 6/13. 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. d. A continuum of professional development for teachers related to mathematics intervention by: <ul style="list-style-type: none"> • 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. <p>2. The district will provide academic coaching support to those teachers who have not as yet completed the SB472 trainings. Other district support will include:</p> <ul style="list-style-type: none"> • Demonstration lessons 	<p>Assist. Supt., Principals, Coaches, Teachers</p> <p>2. Assist. Supt, Principals, Coaches, Teachers</p>	<p>1a. 6/13-8/14</p> <p>1d. 8/08-8/14</p> <p>8/08-8/15</p>	<p>Registrations, Stipends</p> <p>1d. 7 math coaches@75% in classrooms.</p>	<p>1a-d. Professional Development Plan and PD Matrix, teacher goals, SB472 completion documentation, District approved 80-hour follow-up activity list. Coaching logs, sign in sheet, PLC agendas.</p> <p>2. Coaching logs, sign in sheets, feedback forms</p>	<p>\$3,000</p>	<p>(3010) (4203) (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
<ul style="list-style-type: none"> • Lesson Studies • Classroom observations with feedback • Assistance with data analysis <p>3. The district will document 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>(Focus on High Priority Students Rubric Item #2, Bullet 1)</p> <p>4. The district will continue to provide a continuum of professional development and support for teachers of mathematics, including teachers delivering specialized instruction to students with disabilities:</p> <ul style="list-style-type: none"> a. The district has established a process to ensure that teachers receive in-classroom assistance/support from academic or peer coaches as determined by site administrators or personal request. 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 #6 below. c. Teachers will attend mathematics SB 472 trainings in the SBE-adopted curriculum with which they instruct. d. Teachers will be provided standards-based, district-approved supplementary curriculum materials appropriate and necessary for the instruction of students with specialized needs. e. Teachers will receive training on all district-approved supplementary curriculum materials prior to using them for instruction. <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 mathematics curriculum and the curriculum-embedded</p>	<p>Assist. Supt., Principals, Coaches, Teachers</p> <p>Assist. Supt., Principals, Coaches, Teachers</p>	<p>8/08-8/15</p> <p>4a-e. 8/08-8/15</p> <p>8/08-8/15</p>		<p>3.Coaching logs, sign in sheets, feedback forms</p> <p>4a-c. Professional development matrix, Professional Development Calendar, training agendas, sign-in sheets, coach logs, PLC sign-in sheets and agendas</p> <p>5.PLC agendas, sign in sheets</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>assessment data for the purpose of planning and guiding instruction.</p> <p>6. 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. 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>	<p>Assist. Supt., Principals, Coaches</p>	<p>6. 8/08-8/15</p>		<p>Professional Development Plan, agendas, meeting notes, from PLC</p>		
<p>(Professional Development for Administrators Rubric, Item #1)</p> <p>7. All current site administrators have completed the AB 75/AB 430 Module One training for the mathematics program in use at their respective site, including follow-up activities.</p> <p>8. Site administrators have attended and completed the English Learner Institute for Administrators provided by the Kern</p>	<p>7-9. Assist. Supt., Principals, Asst. Principals</p>	<p>7-9. 8/08-8/14</p>	<p>Registration fees</p>	<p>Agendas, sign in sheets, PLC minutes, purchase orders</p>		<p>(4036)</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>County Superintendent of Schools office that includes:</p> <ul style="list-style-type: none"> a. Training in the Sheltered Instruction Observation Protocol Tool to enhance classroom observation of ELD and SDAIE instruction for EL students. b. Training on the implementation of EL programs. c. Principles of second language acquisition. d. Current research on EL students. e. Research-based programs that provide accelerated learning for EL students. <p>9. Site administrators have been trained in the implementation of:</p> <ul style="list-style-type: none"> a. Programs for students with disabilities. b. Response to Intervention continuum of programs. 						
<p><u>D. Monitoring Program Effectiveness</u></p> <p>(Mathematics Instructional Materials Rubric, Item #1)</p> <p>1. The district will monitor the implementation of the board adopted curriculum materials, appropriate instructional time, pacing guides, rigorous academic instruction, professional collaboration meetings, assessment data analysis and the application of professional development strategies through both formal and informal classroom observations by principals, assistant principals, academic coaches and district office administrators.</p> <p>2. The district will research and purchase an effective classroom observation tool. The tool will be implemented in the 2014-15 school year using LCFF funding, and will provide feedback during walkthroughs to monitor the district’s curriculum and instructional delivery strategies for all students, including English Language Learners and students with disabilities.</p>	<p>Assist. Supt., Principals, Coaches, Teachers</p> <p>Superintendent, Assist. Supt., Principals, Coaches, Teachers</p>	<p>1-2. 8/08-8/15</p> <p>5/14-8/15</p>	<p>Annual contract renewal</p>	<p>1-2 Observation data, benchmark data, feedback reports, coaching logs, agendas, action plans</p> <p>Observation data, assessment & benchmark data</p>	<p>\$25,000</p>	<p>LCFF</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>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>4. The district will ensure that principals and assistant principals monitor classrooms for evidence of adopted materials, appropriate instructional time, rigorous instruction, action plans from professional learning communities, and pacing guides through specific feedback for instructional staff on a weekly basis. The district’s expectation is for all site administrators to spend at least two hours per day in the classrooms.</p> <p>5. The district will ensure that principals and assistant principals monitor on a daily basis the use of assessments and analysis of assessment data from School City followed by changes in instructional practice and interventions for students. District administrators will meet with the site principals once per trimester to review their site data for academic gains and priority areas to be addressed.</p> <p>6. District level administrators will monitor the effectiveness of the implemented instructional program through Administrative Cabinet meetings held bi-monthly, scheduled site walkthroughs and unannounced school site walkthroughs. This monitoring will take place through the collection and review of the following:</p>	<p>Superintendent. Assist. Supt., Principals, Asst. Principals, Teachers</p>	<p>3-6: 8/08-8/15</p>	<p>Walkthrough tool contract</p>	<p>Principal logs, walkthrough observation tool, agendas, School City data, PLC agendas, action plans from Administrative Cabinet</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"> • Principal classroom monthly observation logs • Grade level PLC agendas, minutes, action plans • Trimester meetings with the Supt., and Asst. Supt. • Academic coaching logs • Updates presented to administrative cabinet and the local board <p>E. Targeting Services and Programs to Lowest-performing Student Groups (Mathematics Instructional Materials Rubric, Item #1, Bullet 2)</p> <ol style="list-style-type: none"> 1. The district will continue to provide and teachers will 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. 2. The district will continue to provide and teachers will fully implement the Momentum Mathematics 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 steps: <ol style="list-style-type: none"> a. Review all school schedules to ensure that time has been scheduled for intensive level mathematics intervention at all schools: <ul style="list-style-type: none"> • Grades K-3: 20 minutes daily • Grades 4-6: 30 minutes daily 	<p>Assist. Supt., Principals, Coaches, Teachers</p>	<p>1-2. 8/08-8/15</p>	<p>Replacement costs</p>	<p>Intervention assessments, needs from the school sites, benchmark data</p>		<p>(6300)</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>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>Assist. Supt., Principals, Coaches, Teachers</p>	<p>8/08-8/15</p>	<p>Replacement costs</p>	<p>Intervention assessment data, purchase orders, walkthrough observations, PLC agendas and action plans</p>		<p>(3200) (6300)</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. • Harcourt Brace or McDougal Littell assessments • Student Study Team data. • Assessment data from district benchmark 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. • The district will ensure that teachers of students with disabilities participate in the IEP meetings of their respective students. 	<p>Assist. Supt., Principals, coaches, Teachers</p> <p>Assist. Supt.,</p>	<p>3a. 8/08-8/15</p>	<p>Replacement costs</p>	<p>3a. Math Intervention Plan, Monitoring calendars, assessment calendars, IEP's, coach logs</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>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 and participation on the district's curriculum design team to assist in the writing of common core units in 2013-14. 	<p>Principals, Coaches, Teachers</p>	<p>3b. 8/08-8/15</p>		<p>3b. Momentum Math work, IEP's, PLC agendas, notes, action plans</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 this plan. 	<p>Assist. Supt., Principals, Coaches, Teachers</p>	<p>3c. 8/08-8/15</p>		<p>3c. agendas, sign-in sheets, monitoring calendars, coaches logs, assessment calendars, PLC agendas, sign in sheets, action plans</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> <ol style="list-style-type: none"> a. First through sixth grade students scoring below proficient in their respective grade level in Reading Language Arts or Math, will be provided an additional hour of instruction after school three times per week, and the opportunity to attend Saturday School from September through May, which will focus on classroom-based, grade-level standards through the use of Standards Plus, Measuring Up, FASST Math and the Triumphs Intervention Program. b. Seventh and eighth grade students with a GPA less than 2.0 in Reading Language Arts or Math will be provided an additional hour of instruction after school three times per week, and the opportunity to attend Saturday School from September through May, will focus on their grade-level classroom standards, writing skills, fluency and vocabulary through the use of Standards Plus, Measuring Up, and the Inside Intervention Program. c. Kinder students scoring below 15 point on a district Reading Language Arts benchmark assessment will be provided an additional hour of instruction three days per week, and provided with the opportunity to attend Saturday School from September through May. d. The District will provide a Winter Academy during the winter break for Migrant students focused on writing skills and fluency. Targeted Migrant students will be invited from grades Pre-K through 8th. The Winter Academy will be a 9 day program of instruction provided by certificated staff and paraprofessionals. e. Migrant students will also be provided the opportunity to attend a Fall inter-session for 5 days in October. Pre-K-8th grade students will be invited, with the focus being on writing, test taking strategies and grade level standards. 	<p>Assist. Supt., Migrant Coordinator, Principals, Teachers</p> <p>Assist. Supt., Migrant Coordinator, Teachers</p>	<p>4a-b. 8/08- 8/15</p> <p>Each October and January</p>	<p>Staff costs, materials and supplies</p> <p>Staff costs, materials, transportation, nutrition, supplies</p>	<p>4. Migrant Plan, Monitoring calendar, observation data, Migrant afterschool class lists, assessment data</p> <p>Pre and post assessments, lesson plans, School City data, students' classwork</p>	<p>\$120,500</p> <p>\$10,000</p>	<p>(3060)</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> <ul style="list-style-type: none"> 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 45 minutes daily with materials appropriate for their respective English proficiency level based on the CELDT: <ul style="list-style-type: none"> •Grades K-6: Treasures English Language Development •Grades 7-8: Expressions from California Treasures 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. Pacing guides were updated to correspond with the Treasures English Language Development for grades K-5. 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. The ADEPT assessment will be given twice per year to also modify instruction by individual student need. 	<p>Assist. Supt., EL Coordinator</p> <p>Assist. Supt, EL Coordinator, Principals</p>	<p>1. 8/08-4/11</p> <p>2. 8/11-8/15</p> <p>2b. 8/11</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>\$5,000</p>	 <p>(4203)</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>d. The district will ensure that all site administrators monitor the ELD program implementation by:</p> <ul style="list-style-type: none"> • Incorporate an ELD observation tool/rubric within the district’s protocol for classroom observations as outlined in the Monitoring of Program Effectiveness sections of Goal #1. Site administrators will use the ELD observation tool to monitor full implementation of the ELD program on a weekly basis through classroom walk-through observations. The tool will be developed using the Teachscape program in Winter, 2011. • Establish policies and procedures for usage of the observation tool district-wide, including the protocol for providing teacher feedback. • Disseminate the ELD observation tool/rubric and train site and district administrators on its usage. • Provided training to administrators and coaches on the Focused Approach to Systematic ELD. 		2d. 1/11-8/15		2d. Monitoring calendars, observation tools and data, Monitoring Effectiveness plan, Prof Dev Plan		
<p>Focus on High Priority Students Rubric, Item 1, Bullet 3)</p> <p>3. The district will ensure the usage of instructional delivery strategies that render content comprehensible to EL students:</p> <p>a. Seventh and eighth grade teachers to receive a continuum of training and support for full implementation of the Focused Approach to Constructing Meaning.</p> <p>b. All teachers will fully implement the research-based strategies outlined in the district’s Professional Development Plan for teaching English learners, including 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 observation tool described in Action Step 3 of the Monitoring Program Effectiveness section.</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 Action Step 1d of the Monitoring Program Effectiveness</p>	Assist. Supt., EL Coordinator, Principals, Assist. Principals, Coaches	3a-d. 8/11-8/15		3a-b. Prof Dev Plan and Matrix, classroom observations, lesson plans 3c-d. Catch-Up Plan, monitoring calendar, Monitoring Plan, Lesson 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>section.</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>f. All teachers of mathematics will have and use daily the EL support materials for their respective mathematics program.</p> <p>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)</p> <p>4. The district will provide differentiated approaches for English learners:</p> <p>a. All ELA teachers will have and use daily the EL support materials for their respective adopted ELA program.</p> <p>b. EL students will be provided additional learning time, based on their assessed need and will be provided EL certified instructional materials.</p> <p>c. Teachers will implement the research-based strategies outlined in the district’s Professional Development Plan for teaching English learners.</p> <p>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., EL Coordinator, Principals, Assist. Principals, Coaches</p>	<p>3e. 8/08-8/15</p> <p>3f-g. 8/08-8/15</p> <p>4a-d. 8/08-8/15</p>		<p>3e. Catch-Up Plan, CELDT reports, assessment reports</p> <p>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>		

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 review, analyze, and interpret 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
<p>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.</p>	<p>Reading First Coordinator, ELD Coordinator 06/30/2008 - 08/15/2008</p>	<p>\$85,000.00</p>	<p>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</p>
<p>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.</p>	<p>Site Administrators, ELD Coordinator and Coaches 12/01/2007 - 06/30/2009</p>	<p>\$10,000.00</p>	<p>NCLB: Title I, Basic School Support: \$10,000.00</p>
<p>Focused Approach to Explicit</p>		<p>\$9,500.00</p>	<p>Unrestricted:</p>

<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>
<p>Standard: B.1.e. All English Learners have Access to Appropriate Mathematics Instruction</p>			
<p>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</p>			

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.