

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: 15-63313

Dates of Plan Duration: July 2015 – June 2018

Date of Local Governing Board Approval: June 23, 2015

District Superintendent: Dr. Michelle McLean

Address: 737 Bear Mountain Boulevard

City: Arvin, California

Zip code: 93203

Phone: 661-854-6500

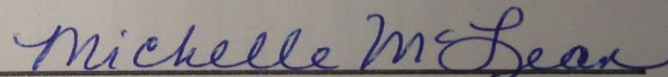
Fax: 661-854-2362

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

6/23/15



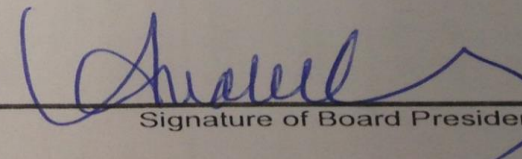
Printed or typed name of Superintendent

Date

Signature of Superintendent

Anabel Rubio

6/23/15



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: | 18 | Goal 1B Strategy 1.2 |
| ▪ Identifies core programs currently in place and describes current levels of adoption | 16,17 | Goal 1B Strategy 1.1 - 1.3 |
| ▪ 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 | 19 26,27 | Goal 1B Strategy 1.4 – 1.6 Goal 1C Strategy 1.9, 1.10 |
| ▪ Describes how materials are adapted for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum) | 19 | Goal B Strategy 1.6, 1.7 |
| 2. The plan clearly outlines the district process to adopt and phase-in the 2014 mathematics curriculum by FALL 2014, including steps the LEA will take to: | 18 | Goal 1B Strategy 1.1 a-d |
| • Review and/or pilot the materials | 18 | Goal 1B Strategy 1.1 a, b |
| • Purchase the materials (includes identified sources of funds) | 18 | Goal 1B Strategy 1.1c |
| • Distribute all materials to teachers before the beginning of the 2014-15 school year so that students have them at the beginning of the year | 18 | Goal 1B Strategy 1.1 d |

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 | 8-11 | Strategy 1.1, 1.2, 1.5, 1.6, 1.7 |
| <ul style="list-style-type: none"> Identifies core programs currently in place and describes current levels of adoption | 8 | Goal 1A Strategy 1.1, 1.2 |
| <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 | 9-10 11 | Goal 1A Strategy 1.4, 1.5 Goal 1A Strategy 1.8 a, b |
| <ul style="list-style-type: none"> Describes differentiated approaches for English learners (universal access materials and strategies within core instruction) | 10 -11 | Goal 1A Strategy 1.7 a, b |
| <ul style="list-style-type: none"> Describes differentiated approaches for students with disabilities (universal access materials and strategies within core instruction) | 10 | Goal 1A Strategy 1.6 |
| 2. The plan clearly outlines the district process to adopt and phase-in the ELA curriculum adopted in 2015 by fall 2016, including steps the LEA will take to: | 9 11-12 | Goal 1A Strategy 1.3 a-d Goal 1A Strategy 9-10 |
| <ul style="list-style-type: none"> Review and/or pilot the materials | 9 | Goal 1A Strategy 1.3 a, b Strategy 1.4 |
| <ul style="list-style-type: none"> Purchase the materials (includes identified sources of funds) | 9 | Goal 1A Strategy 1.3 c |
| <ul style="list-style-type: none"> Distribute all materials to teachers before the beginning of the 2016-17 school year so that students have them at the beginning of the year | 9 | Goal 1A Strategy 1.3 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 | 31 | Goal 1D Strategy 1.3 |
| <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 | 31 | Goal ID Strategy 1.3 |
| <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 | 31 33 | Goal 1D Strategy 1.3 1D 1.11-1.12 |
| 2. The plan addresses the professional development needs of all ELA teachers | 30 32 | Goal 1D Strategy 1.1, 1.2 1D 1.6-1.10 |
| <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 | 30 | Goal ID Strategy 1.2 |
| <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 | 30 | Goal ID Strategy 1.2 |
| <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 | 30 | Goal ID Strategy 1.2 |
| 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 | 30 | Goal ID Strategy 1.1 |

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 | 35 - 37 | Goal 1D Strategy 3.1- 3.12 |
| <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 | 35 | Goal 1D Strategy 3.1 |
| <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 | 35 | Goal 1D Strategy 3.1 |
| <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) | 35 | Goal 1D Strategy 3.5, 3.7, 3.11, 4.1 |
| <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) | 32 35 | Goal 1D Strategy 3.2 Goal 1D Strategy 3.12 |

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 | 26 | 1C 1.7-1.8 |
| <ul style="list-style-type: none"> Documents presence of or actions taken to provide ELD classes | 50 56 | Leveled instruction LEA program |
| <ul style="list-style-type: none"> Documents district policies for placing English learners in ELD classes (as well as policies for exit from ELD) | 51/52 58 | Placement Reclassification |
| <ul style="list-style-type: none"> Documents instructional delivery strategies that render content comprehensible to students learning English | 31 | 1D 1.5 |
| 2. The plan addresses the fundamental learning needs of students with disabilities | 28-29 | 1C 2.1-2.8 |
| <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 21 21 27 31 | 1A 2.7 1B2.7 1C 1.11 1C 1.1 1D 1.4 |
| <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 | 14 21 27 | 1A 2.7 1B2.7 1D 2.1 |
| 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 | 25 28 | 1C 1.2-1.5 1C 2.2 |
| <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 | 9 10 22 24 26 | 1A 1.4 1A 1.5 1B 2.6 1C 1 1C 1.9-1.10 |
| <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 | 13-14 22 | 1A 2.5 1B 2.5 |

District Profile: Our mission is: “Every student learning, every day, no matter what it takes.”

The Arvin Union School District serves students in Grades TK-8. The district is located at the south end of the San Joaquin Valley with many parents employed in services related to agriculture. The poverty rate at each school ranges between 94 to 97% with an overall English Learner rate of 65%. All schools within the district receive Title I Schoolwide Funds.

The latest STAR data indicate 39.7% of students were proficient in ELA and 48.9% proficient in math. The districtwide API is frozen at 734 with the following student groups: Hispanic (733), White (703), English Learners (715), Socioeconomically Disadvantaged (734), and Students with Disabilities (614). District benchmarks and MAP data continue to indicate a large percentage of students are performing below grade level. In addition, CELDT data continues to indicate a large number of students stalled at the Intermediate range or failing to be redesignated based on academic scores resulting in a number of Long Term English Learners. 61.5% of English Learners met AMAO#1, 26.4% met AMAO 2 (less than 5 years), and 52.2% met AMAO 2 (5 years and over). As a district we met AMAO 1 and AMAO 2 last year. Our current reclassification rate is 13.3%

Needs Assessment:

Stakeholder meetings were held with instructional and classified staff, parents, and community members. Surveys were conducted with staff, students, and parents. The following were key items noted from this input as it relates to student achievement:

1. Implementation of Common Core standards/materials and a Response to Intervention system based on data and research-based interventions are not yet systematic per Academic Program surveys and observations.
2. Materials and assessments fully aligned to standards are in place for math and Rigorous Curriculum Assessments are being used for Language Arts pending adoption of a Common Core aligned Language Arts program. There is a need for alignment to state standards in all subject areas as well as preparing our students for the rigors of use of technology and writing required by SBAC testing.
3. Consistent and persistent monitoring of program implementation is critical.
4. Staff surveys indicate a need for professional development for implementation of standards, integration of research-based strategies into the daily program, and to meet the needs of targeted students through targeted instruction.
5. STAR assessments (although outdated), unit/benchmark assessments, and MAP (Measures of Academic Proficiency) scores all demonstrate a need for increased student achievement.
6. Student and parent surveys indicate a need for more regular and more detailed information regarding progress or lack of progress toward standards.
7. Changes in site administration at all sites will necessitate professional development for leaders.
8. Parents are requesting additional opportunities to learn about the needs of their students and how to meet them.
9. A2A Attendance Tracker information indicate a high number of manageable and chronic tardies and absences specifically at grades K,1, and 8.

Title I funds in conjunction with other federal and state monies provide resources for services based on the comprehensive needs assessment. This assessment has largely been guided by the LCAP process during the 2013-2015 School Years and will guide a system of improvement processes. The improvement process will begin with leadership assistance to support PI schools with completing required reporting and parent involvement processes, conducting a needs assessment, analysis of data, constructing a school plan based on needs and aligning the budget accordingly, and implementing action steps from the district or site plans. Walkthrough support will guide feedback circles to promote professional development targeted for staff implementation of materials and strategies. Administrative Council and District Level Professional Learning Community Meetings will provide a forum for integration of goals, assigning action steps to various programs, and ensuring supplementing services as opposed to supplanting services.

Local Measures:

In addition to previous STAR and yet to be formalized CAASPP scores, the district uses Measures of Academic Proficiency for Grades 2-8 and implements unit benchmarks for Language Arts and Math. Fluency tests and writing benchmarks provide information related to English Language Arts. ADEPT and Language Proficiency Assessments are used to assess progress of English Learners.

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|---|--|-------------|--|---|----------------|----------------|
| Performance Goal 1A: Proficiency in Reading/Language Arts <i>Students in the Arvin Union School District attain increasingly higher levels of achievement on California State Standards through rigorous standards-based instruction, promotion of academic success, and targeted support to achieve a 10% yearly increase in students gaining 1 level of proficiency as measured by CAASPP tests and district benchmarks.</i> | | | | | | |
| Strategy 1: Instructional Materials: Ensure that every student in every classroom has standards-based/standards aligned core instructional materials. | | | | | | |
| 1. The district will continue to provide, and all K-6 teachers will fully implement, Rigorous Curriculum Design (RCD) Common Core aligned units completed as contracted with The Leadership and Learning Center. Design teams developed units of study and created common formative assessments for all learners of ELA including English language learners and students with disabilities. Common Core aligned units will be used in conjunction with the MacMillan-McGraw Hill Treasures SBE-adopted core instructional program and materials in English/language arts (ELA). This includes strategic interventions. The district will document that all teachers use the approved text or supplemental materials appropriately for every student on a daily basis. Purchase of the California Treasures Macmillan-McGraw Hill was completed in August, 2011. RCD units were developed in 2013-2014 for implementation in 2014-2015 and 2015-2016. Treasures and RCD units will continue to be implemented until adoption of a new program is complete. | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 7/15-6/16 | Replacement of materials and assessments | Williams Act reports, curriculum materials list, classroom observation data | 11,000 | 0000 |
| 2. The district will continue to provide, and all 7th-8th grade teachers will fully implement, Rigorous Curriculum Design (RCD) units, as described above, and the California Treasures Glencoe-McGraw Hill SBE-adopted core instructional program in English/language arts (ELA) including strategic interventions, first implemented in August, 2010. RCD units and aligned assessments were developed in 2013-2014 for use until new adoption. | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 7/15 – 6/16 | Replacement of materials and assessments | Williams Act report, curriculum materials list, classroom observation data | 5000 | 0000 |

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|--|--|------------|---|--|-------------------------------|-----------------------------|
| <p>3. The district is planning to adopt and begin implementation of Common Core Standards Based English Language Arts/ELD and related intervention materials for grades TK-8 following state adoption. A pilot is scheduled for 4th grade in 2015-2016. Implementation of an adopted program is currently planned for the 2015-2016 school year. The district will following a sequential process:</p> <ul style="list-style-type: none"> a. The district will create a representative committee comprised of LA teachers and site and district administrators to facilitate the adoption. b. The district's LA curriculum-adoption committee will utilize the "Toolkit" provided by CISC to review and/or pilot and select the adoptions for all grade levels, as appropriate. c. After district school board adoption, the district will purchase the curriculum materials in Spring of 2016 for implementation in 2016-17, including intervention and support materials for grades K-8 to meet the needs of all students, and to comply with the Williams Act requirements for instructional materials. d. The district plans to fully implement the ELA curriculums for grades K-8 in August, 2016. This included all support and intervention materials distributed through each site library. | Superintendent, Assist. Supt, Director of Curriculum and Instruction Principals, Coaches, Teachers | 12/15-7/16 | c.Purchase of new materials | Purchase orders and evidence of adoption process | c. 1,200,000 | c. 0000/ One time monies |
| <p>4. The district is currently planning a pilot of (I-lit), an on-line intensive level intervention program, in 7th and 8th grade to replace the previously implemented SBE adopted program "Inside". The pilot is scheduled for 2015-2016 implementation. Intervention classrooms will also use SBE adopted California Treasures Glencoe-McGraw Hill for English/language arts.</p> | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principal HD, Coaches, Teachers | 7/15-6/16 | <p>a.Dedicated Teacher Laptops and 1 to 1 devices</p> <p>b.Professional development</p> | Classroom observation, lesson plans, assessment data | <p>a.25,000</p> <p>b.1000</p> | <p>a.0000</p> <p>b.3010</p> |

| Description of Specific Actions to Improve Education Practice | 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-McGraw Hill Triumphs Intervention Program daily with 4th-6th grade students performing more than 2 years below grade level, as appropriate, based on their assessed needs. Triumphs will be used in addition to RCD units and Treasures core. These materials were implemented in August, 2012 and will continue until adoption of Common Core aligned materials. | Superintendent, Assist. Supt., Director of Special Services, Principals Coaches, Teachers | 7/15-6/16 | | Classroom observation, lesson plans, assessment data | No cost | |
| 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"> a. 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. b. The Inside Intensive Intervention Program as needed based on student assessment c. Triumphs Intervention curriculum from MacMillan-McGraw Hill Treasures. d. Edmark supplementary materials for additional comprehension, phonics and fluency support. e. Corrective Reading Curriculum including Decoding, Comprehension, Spelling and Writing for grades 4-8 SDC students, as appropriate to assessed need. f. Common Core Aligned unit materials | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 8/15-6/16 | Replacement of materials | Classroom observation, lesson plans, assessment data | 5,000 | 0000 |
| 7. The district will provide and, during designated ELD, teachers will implement the following as tools for English Language Development to meet the English proficiency level needs of all EL students. <ul style="list-style-type: none"> a. Materials to be used in classrooms include: <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 • Constructing Meaning for grades 7-8 | Superintendent, Assist. Supt., Principals, Director of Curriculum and Instruction, Coaches Teachers | 8/15-7/16 | 7a.Replacement costs of materials | 7a. ELD observation data, ELD lesson plans, EL proficiency level data, | No cost this year | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|---|-----------|---|---|----------------|----------------|
| <ul style="list-style-type: none"> Core text materials for a focus on academic language development and academic text structure analysis in English. <p>The district will provide content area textbooks for core instruction and use as tools for use to support integrated ELD in conjunction with Write from the Beginning, Thinking Maps, AVID strategies, and key campaigns related to work by Marzano and Hattie as adopted through the Strategic Schooling process.</p> <p>b. The district will purchase ELA/ELD frameworks and ELD standards for all instructional staff. The district will provide Professional development to support instruction in the format of Designated and Integrated ELD. Implementation throughout the district will be in a systematic manner throughout the 2015-2016 school year prior to adoption of new ELD material based on Common Core.</p> | | 7b. 7/15 | 7b. Costs of ELA/ELD frameworks and ELD standards for all instructional staff | walkthroughs 7b. Purchase orders Agendas for Professional Development using frameworks and standards | 7b.16,000 | 7b.0000 |
| <p>8. The district implemented the Inside, ELA intervention curriculum, for all intensive-level students in grades 7-8, a 2008 SBE adopted program. The District implemented the Triumphs Intervention Program for 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 Triumphs Intervention Program for grades 3-6 daily in conjunction with Core Language Arts and Common Core unit materials for students performing more than 2 years below grade level.</p> <p>b. The district will pilot an online intervention program, Ilit, for grades 7 and 8 for the 2015-2016 school year.</p> <p>c. 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.</p> | Superintendent, Assist. Supt., Principals, Director of Curriculum and Instruction, Coaches Teachers | 8/15-7/16 | Supplemental Materials for Intensive Intervention support. | Purchase orders, Williams Act Textbooks inventories, lesson plans, walkthrough data | 7c.10,000 | 7c. 0000 |
| 9. The district adopted and implemented the 2008 ELA SBE approved curriculum for grades K-8, in August, 2010, | Superintendent, Assist. Supt., | 8/11-7/16 | | | | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|---|--|----------------------------------|--|--|---|----------------|
| <p>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> <p>e. The district continues to implement the 2008 ELA curriculum in conjunction with RCD Common Core units including support and intervention materials.</p> | Principals, Coordinators, Teachers | 9e. 8/15-6/16 | 9c,d. Replacement materials and supplies as needed | <p>9c. Williams Inventory Board minutes</p> <p>9d,e Williams Act inventories, classroom observation data, lesson plans</p> | 9c. 5000 | 9c. 0000 |
| <p>10. The process of adoption, with current "toolkits", will be replicated in 2015-2016 for adoption of Common Core Materials for English Language Arts.</p> <p>a. Planned purchase is for Spring 2016 and implementation of core, ELD, and intervention materials is planned to begin in 2016-2017.</p> | Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Principals, Teachers | <p>6/15-7/16</p> <p>10a.8/16</p> | Textbooks and related materials | Committee lists, meeting rosters, meeting notes, Board approval minutes, Williams Act inventories | <p>10a. See goal 1A3</p> <p>\$5000</p> | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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|--|--|-----------|--|---|-------------------------------|----------------|
| Strategy 2: Standards-aligned Instruction Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology based, as appropriate) instructional materials. | | | | | | |
| 1. 1- The district will continue to provide and teachers <u>will instruct using will fully implement the</u> currently adopted McGraw-Hill ELA Treasures curriculum as a tool along with Common Core aligned RCD units in K-6 classrooms <u>and</u> -The district will continue to fully implement the currently adopted Glencoe-McGraw-Hill ELA curriculum <u>as a tool along with Common Core aligned RCD units</u> in all 7-8 classrooms. | Assist. Supt., Director of Curriculum and Instruction, Principals, Teachers | 8/15-8/16 | Text book replacement | Textbook Inventory, classroom observation data | See Goal 1A Strategy 1 -1 | |
| 2. Professional development for pilot teachers to implement pilot language arts program. | Assist. Supt., Director of Curriculum and Instruction, Principals, Teachers | 8/15-7/16 | Consultant Sub costs | Sign-in Contract Subs | 15,000 | 3010 |
| 3. The district has written a Curriculum and Assessment Guide for each grade level which includes a pacing guide, writing rubric, priority and supporting standards assessment grid, and assessment protocols. a. The Curriculum and Assessment Guides include RLA, ELD, and RLA 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. b. Benchmark Assessment data is closely monitored through the School City program and PLC meetings. This Curriculum and Assessment Guide provides information to instructors and are a guide to planning and instruction for use of RCD units. | Assist. Supt., Director of Curriculum and Instruction, Principals, Teachers | 8/15-8/16 | 2a. Printing costs of updated CAG's each year 2b. School City program | Curriculum and Assessment Guides, lesson plans, assessments | 2000 2b. See Goal 1E-3 | 0000 |
| 4. Rigorous Curriculum Design (RCD units) have been designed by teacher teams to include priority and supporting standards to directly address Common Core State Standards. Instruction is directly related to these | Assist. Supt., Director of Curriculum and Instruction, | 8/15-8/16 | Printing of updated units and assessments | Curriculum and Assessment Guides, classroom observation, data | See Goal 1A Strategy 1-1,2 | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| identified standards as identified in each unit within the Curriculum and Assessment Guide (CAG) for each grade level. The RLA unit benchmarks have been re-written as part of the RCD Common Core alignment process to be standards based and are aligned to priority and supporting standards. | Principals, Teachers | | | analysis | | |
| 5. a. The district will 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 through: <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. | Assist. Supt., Director of Curriculum and Instruction, Director of Special Services, Principals, Teachers | 8/15-8/16 | | IEP's, curriculum inventory list, Curriculum & Assessment Guide, classroom observation data | No cost | |
| 6. 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: <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 | Assist. Supt., Principals, Teachers | 8/15-7/18 | | Colored master schedules, classroom walkthroughs | No cost | |
| 7. <u>8-7.</u> The district will provide time bank days on Monday afternoons, 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 ensure standards-based instruction at the appropriate level or rigor and to plan interventions to meet specific student needs as determined from the data. Dual immersion and special education teachers will participate on the grade level team most appropriate to their grade level, and meet once per month with the ELD Teacher on Special Assignment | Superintendent, Assistant Superintendent, Director of Special Services, TOSA Dual, Principals, Teachers | 8/15-7/18 | | District Calendar, PLC minutes, Classroom walkthroughs as follow up to PLC's | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|-----------|--|---|----------------------------|----------------|
| or the Director of Student Services as a collaborative group to focus on use of instructional materials and strategy implementation. | | | | | | |
| 9.8. Each site has teachers trained in AVID strategies and have developed site plans to implement writing, inquiry, collaboration, organization and reading strategies. These will be implemented schoolwide at each site. | Asst. Super, AVID Coordinator Principal Teachers | 7/15-7/18 | | Lesson plans Student work Classroom observations | No cost | |
| Strategy 3: Extended Learning Time | | | | | | |
| <p>1. Summer School, Winter Session, and Saturday school are provided to support student's proficiency in ELA. The district will meet the fundamental learning needs of Migrant, ELL, Foster, Socio-Economically Disadvantaged, and Students with Disabilities.</p> <p>a. Migrant Kinder and First grade students at the Intensive level will be provided an additional hour of instruction 3 days a week, Saturday School for 3.5 hours September through May, and a minimum of 4 weeks of Summer School. (20 days for SWD)</p> <p>b. District second through sixth grade students scoring at the intensive level will be provided 3.5 hours of instruction during Saturday School and a minimum of 4 weeks of Summer School (20 days for SWD) focusing on oral language development, reading, and writing through AVID, GLAD, and Thinking Maps strategies.</p> <p>c. Migrant second through sixth grade students scoring at the intensive level will be provided with an additional hour of instruction after school three times per week that will focus on classroom based, grade level standards.</p> <p>d. District Seventh and eighth grade students with a GPA less than 2.0 will be provided with an additional hour of instruction that will focus on their grade-level standards as well as their vocabulary</p> | Superintendent Asst. Super. Migrant Coord. Director of Special Services, Teachers | 8/15-7/16 | Teachers, Instructional aides, administrators custodians, nutrition, Materials Transportation | Postings Lesson Plans Curriculum Binders, Class work samples | 1a-d. 50,000 408,000 | 0000 3060 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <p>development, fluency, and writing skills. These students will also be provided with 3.5 hours of instruction during Saturday School September through May. Seventh graders may also attend Summer School in the district while 8th graders attend Arvin High summer school.</p> <p>e. The district provides a Winter Academy during the winter break for students focusing on writing and fluency. Targeted Migrant, ELL, Foster, Socio-Economically Disadvantaged, and Students with Disabilities students will be invited to attend. The winter session will be a 9 day session of instruction supported by certificated staff and paraprofessionals.</p> | | | | | 7e. 15,000 43,000 | 0000 3060 |
| 2. 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 of how student academic success will be expanded following the regular school day. This program will provide individual and small group intervention and enrichment opportunities for students, including English Learners and Students with Special Needs based on their instructional level. | Superintendent, Assist. Super. Principals, Teachers | 8/16/6/18 | Overtime Materials | Request for funds plan, Overtime sheets with student attendance and goal sheets, class data records | 200,000 | 0000 |
| 3. A coordinator will facilitate contracts, budget, professional development, staffing, program monitoring, and data tracking for After-school programs and SES program. | After School Coordinator. | 8/16-6/18 | Salary and Benefits | Program enrollment, budgets, logs | 41,000 41,000 58,000 | 3010-7310 6010 0000 |
| 4. Instructional aides are assigned to after school sites for instructional support in language arts, math, and ELD. | After School Coordinator | 8/16-6/18 | Salary and Benefits | Class lists, lesson plans | 47,293 60,000 | 3010-5000 6010 |
| 5. SES services allocation per student applications based on identified needs beginning in September throughout the school year as funding allows. | After School Coordinator | 8/16-6/18 | Allocation for services | Program enrollment, budgets, logs | 349,109 | 3010-3010 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| Strategy 4: Increase Access to Technology | | | | | | |
| 1. A minimum of 3 computer labs are in place at each school site. Students have access to these labs or in-room smaller labs on a rotating basis. Computers and related equipment including overhead projectors, document cameras, and printers are updated to ensure access to technology. Computer software programs are purchased at the site for core, intervention and extension purposes. ELA programs include, but are not limited to: a. Windows Office programs b. Achieve 3000 c. Accelerated Reader d. Lexia e. Typing Pal f. Smarty Ants g. Brain Pop h. Starfall | Asst. Super., Tech Coordinators, Principals, | 7/15-6/18 | Replacement of materials, software subscriptions | Walkthroughs, inventory lists, purchase orders, usage reports, Assessment data from programs | 1a,b 55,000 1c-g 15,000 15,000 | 1a,b 0000 1c-g Site funds 3010 0000 |
| 2. A 1 to 1 pilot is in place at Haven Drive for social studies and is being expanded to include Language Arts for the 2015-2016 school year. Additional departments and grade levels are scheduled in the LCAP plan to expand 1 to 1 implementation. | Assistant Superintendent Technology Coordinator | 7/15/6/18 | Cost of machines and training | Purchase orders Walkthroughs Student Projects | 70,000 | 0000 |
| 3. Technology staff are in place at the district level to support district technology infrastructure, support professional development, to maintain data-bases for student data and to provide professional development and support instruction. | Superintendent Asst. Super. Tech Coord | 7/15-6/18 | Salaries and benefits | PD sign-ins | 90,000 134,000 | 3010 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <p>Performance Goal 1B: Proficiency in Mathematics</p> <p><i>Students in the Arvin Union School District attain increasingly higher levels of achievement on California State Standards through rigorous standards-based instruction, promotion of academic success, and targeted support to achieve a 10% yearly increase in students gaining 1 level of proficiency as measured by CAASPP tests and district benchmarks.</i></p> | | | | | | |
| <p>Strategy 1: Instructional Materials:</p> <p>Ensure that every student in every classroom has standards-based/standards aligned core instructional materials.</p> | | | | | | |
| <p>1. The district piloted Houghton Mifflin Math Expressions during the 2013-2014 School Year with Kinder and First Grade Classrooms. The district adopted and implemented the 2014 Math SBE Common Core approved curriculums for grades K-8, in August, 2014, following a sequential process:</p> <ul style="list-style-type: none"> a. The district created a representative committee comprised of Math teachers and site and district administrators to facilitate the 2014 adoption. b. The district's Math curriculum-adoption committee utilized the "Toolkit" provided by CISC to review and/or pilot and select the 2014 Math curriculum adoptions for all grade levels, as appropriate. c. After district school board adoption, the district purchased the curriculum materials in Spring of 2014 for implementation in 2014-15, for grades K-8, including intervention and support materials to meet the needs of all students, and to comply with the Williams Act requirements for instructional materials. d. The district fully implemented the 2014 Math curriculums for grades K-8 in August, 2014. This included all support and intervention materials distributed through each site library. | <p>Superintendent, Assist. Supt., Director of Curriculum Principals, Coordinators, Teachers</p> | <p>8/13-7/14</p> | <p>c.Materials</p> | <p>Williams Act materials list, Purchase orders</p> | <p>c.No cost this year. Purchase cost 2014: \$693,572</p> | <p>c.0000</p> |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| 2. The district will continue to provide, and all K-6 teachers will fully implement Houghton Mifflin Math Expressions. This includes strategic interventions. The district will document that all teachers use the approved materials appropriately for every student on a daily basis. Purchase of the Houghton Mifflin Math Expressions was completed in August, 2014. RCD assessments were created as part of the Common Core alignment for 2014-2015 implementation and will continue to be used in 2015-2016. | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 7/15-6/18 | Replacement of materials and assessments | Williams Act reports, curriculum materials list, classroom observation data | 5000 | 0000 |
| 3. The district will continue to provide, and all 7th-8th grade teachers will fully implement Houghton Mifflin 7-8 Big Ideas Math including strategic interventions, first implemented in August, 2015. RCD assessments were created as part of the Common Core alignment for 2014-2015 implementation and will continue to be used in 2015-2016. | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 7/15 – 6/18 | Replacement of materials | Williams Act curriculum materials list, classroom lists, observation data | 2000 | 0000 |
| 4. The district will focus on needs-based Strategic Intervention in grades K-8 based on Measures of Academic Proficiency (MAP) and benchmark data. Core and supplemental materials will be used to support students with academic gaps. | Superintendent, Assist. Supt., Principals, Coaches, Teachers | 7/15-6/18 | MAP contract | Classroom observation, lesson plans, assessment data | 55,000 | 0000 |
| 5. The district will continue to provide and teachers will fully implement core intervention materials as a needs-based system daily with 4th-6th grade students performing more than 2 years below grade level, as appropriate. Teachers of these identified students may use Momentum Math as a tool for intervention. | Superintendent, Assist. Supt., Director of Special Services, Principals Coaches, Teachers | 7/15-6/18 | Workbook purchase | Classroom observation, lesson plans, assessment data | 3000 | 3010 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <p>6. The district will continue to provide a continuum of locally and SBE-adopted Math materials, to students with disabilities, based on need, as identified in IEP goals that include:</p> <ul style="list-style-type: none"> a. Extra support materials from Houghton Mifflin math programs including Extra-support and Reteach materials as appropriate by grade level. b. District approved ancillary materials including Momentum Math for grades 4-8. c. FasttMath d. Common Core Aligned unit materials e. Touch math | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 8/15-6/18 | Replacement of materials | Classroom observation, lesson plans, assessment data | 5,000 | 0000 |
| <p>7. The district will continue to ensure that all teachers of English Learners have, and use on a daily basis, the mathematics EL support materials for core and intervention curricular programs currently in place as listed in the district's curriculum inventory for mathematics.</p> | Superintendent, Assist. Supt., Director of Curriculum and Instruction, Principals, Coaches, Teachers | 8/15-6/18 | | | No cost | |
| Strategy 2: Standards-aligned Instruction Ensure that classroom instruction is aligned with California content standards and standards-based/standards-aligned (including technology based, as appropriate) instructional materials. | | | | | | |
| <p>1. 1-The district will continue to provide, and teachers <u>will instruct, using will fully implement the</u> currently adopted 2014 Houghton Mifflin K-6 Math Expressions with fidelity in K-6 classrooms <u>and</u>. The district will continue to fully implement the currently adopted 2014 Houghton Mifflin 7-8 Big Ideas Math curriculum as the core curriculum tool.</p> | Assist. Supt., Director of Curriculum and Instruction, Principals, Teachers | 8/15-8/18 | Text book replacement | Textbook Inventory, classroom observation data | See 1B-1 | |
| <p>2. The district has written a Curriculum and Assessment Guide for each grade level which includes a pacing guide, priority and supporting assessment grid, and assessment protocols.</p> <ul style="list-style-type: none"> a. This implementation of pacing and assessment guides is designed to schedule instruction through a set of essential standards each | Assist. Supt., Director of Curriculum and Instruction, Principals, Teachers | 8/15-8/18 | 2a. Printing costs of updated CAG's each year | Curriculum and Assessment Guides, lesson plans, assessments | 2000 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <p>trimester.</p> <p>b. The benchmark data is closely monitored through the School City program and PLC process. This guide provides information to instructors and are a guide to planning and instruction.</p> | | | 2b. School City program | | | |
| 3. The Math unit benchmarks have been re-written as part of the RCD Common Core alignment process to be standards based and are aligned to priority and supporting standards. | Assist. Supt., Director of Curriculum and Instruction, Principals, Teachers | 8/15-8/16 | Printing of updated units and assessments | Curriculum and Assessment Guides, classroom observation, data analysis | See strategy 1 | |
| 4. a. The district will 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 through: <ul style="list-style-type: none"> • Strategic and intensive Math 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. | Assist. Supt., Director of Curriculum and Instruction, Director of Special Services, Principals, Teachers | 8/15-8/18 | | IEPs, curriculum inventory, inventories, Curriculum & Assessment Guide, classroom observation data | No cost | |
| 5. The following time allocations for daily Math instruction will be followed by all teachers in the district, including universal access and strategic intervention time for their respective grade level: <ul style="list-style-type: none"> • Grade K: 30 minutes daily • Grades 1-8: 60 minutes daily or 1 math period | Assist. Supt., Principals, Teachers | 8/15-7/18 | | Colored master schedules, classroom walkthroughs | No cost | |
| 6. The district will continue to provide and teachers will fully implement an Intensive Intervention program for grades 4-7 assessed as being 2 years below grade level and for a limited number of the lowest performing 8 th graders as determined by multiple measures. <p>a. The district will review all school schedules to</p> | Superintendent Assist. Super. Director of Curriculum and Instruction, Principals, | 8/15-7/18 | | District intervention criteria | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <p>ensure that time has been scheduled for intensive level mathematics intervention at all schools.</p> <ul style="list-style-type: none"> Grades k-3: 20 minutes Grades 4-6: 30 minutes Grades 7-8: 50 minutes or one period | Teachers | | | | | |
| <p>7. 8.7. The district will provide time bank days on Monday afternoons, 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 discuss lesson delivery to ensure standards-based instruction at the appropriate level or rigor and to plan interventions to meet specific student needs as determined from the data. Dual immersion and special education teachers will participate on the grade level team most appropriate to their grade level, and meet once per month with the Director of Student Services as a collaborative group.</p> | Superintendent, Assistant Superintendent, Director of Special Services, TOSA Dual, Principals, Teachers | 8/15-7/18 | | District Calendar, PLC minutes | No cost | |
| Strategy 3: Extended Learning Time | | | | | | |
| <p>1. Summer School, Winter Session, and Saturday school are provided to support student's proficiency in Math. The district will meet the fundamental learning needs of Migrant, ELL, Foster, Socio-Economically Disadvantaged, and Students with Disabilities.</p> <p>a. Migrant Kinder and First grade students at the Intensive level will be provided an additional hour of instruction 3 days a week, Saturday School for 3.5 hours September through May, and a minimum of 4 weeks of Summer School. (20 days for SWD)</p> <p>b. Second through sixth grade students scoring at the intensive level will be provided 3.5 hours of instruction during Saturday School and a minimum of 4 weeks of Summer School (20 days for SWD) focusing on oral language development, reading, and writing through AVID, GLAD, and Thinking Maps strategies.</p> | Superintendent Asst. Super. Migrant Coord. Director of Special Services, Teachers | 8/15-7/16 | Teachers, Instructional aides, administrators custodians, nutrition, Materials Transportation | Postings Lesson Plans Curriculum Binders, Class work samples | See Goal 1A-3.1 | 0000 3060 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <ul style="list-style-type: none"> c. Migrant second through sixth grade students scoring at the intensive level will be provided with an additional hour of instruction after school three times per week that will focus on classroom based, grade level standards. d. Migrant Seventh and eighth grade students with a GPA less than 2.0 will be provided with an additional hour of instruction that will focus on their grade-level standards as well as their vocabulary development, fluency, and writing skills. These students will also be provided with 3.5 hours of instruction during Saturday School September through May. Seventh graders may also attend Summer School in the district while 8th graders attend Arvin High summer school. e. The district provides a Winter Academy during the winter break for students focusing on writing and fluency. Targeted Migrant, ELL, Foster, Socio-Economically Disadvantaged, and Students with Disabilities students will be invited to attend. The winter session will be a 9 day session of instruction supported by certificated staff and paraprofessionals. | | | | | | |
| 2. 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 of how student academic success will be expanded following the regular school day. This program will provide individual and small group intervention and enrichment opportunities for students, including English Learners and Students with Special Needs based on their instructional level. | Superintendent, Assist. Super. Principals, Teachers | 8/16/6/18 | Overtime Materials | Request for funds plan, Overtime sheets with student attendance and goal sheets, class data records | See Goal 1A-3.2 | 0000 |
| Strategy 4: Increase Access to Technology | | | | | | |
| 1. A minimum of 3 computer labs are in place at each school site. Students have access to these labs or in-room smaller labs on a rotating basis. Computers and related equipment including overhead projectors, document cameras, and printers are updated to ensure access to technology. Computer software programs are purchased | Asst. Super., Tech Coordinators, Principals, | 7/15-6/18 | Replacement of materials, software subscriptions | Walkthroughs, inventory lists, purchase orders, usage reports, Assessment data from programs | 1a 5000 | 1a Site funds 3010 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| at the site for core, intervention and extension purposes. Math programs include, but are not limited to: a. Fastmath | | | | | | |
| 2. Technology staff are in place at the district level to support district technology infrastructure, support professional development, to maintain data-bases for student data and to provide professional development and support instruction. | Superintendent Asst. Super. Tech Coord | 7/15-6/18 | Salaries and benefits | Time Accounting logs | See Goal 1A-4.2 | |
| Performance Goal 1C: Proficiency for High Priority Students <i>Students with reading or math difficulties or disabilities affecting academic achievement are provided with opportunities for intensive, systematic teaching and practice to learn skills and strategies needed for meeting the standards.</i> | | | | | | |
| Proficiency for High Priority Students Not Meeting Standards | | | | | | |
| Strategy 1: Strategic and Intensive Interventions Provide research-based strategic and intensive interventions in ELA and Mathematics to meet the needs of students identified as not meeting grade-level standards. | | | | | | |
| 1. The district will systematically provide ELA intervention time and materials to all strategic and intensive-level grade K-8 students, including English learners and students with disabilities through the following actions: a. ensure that materials and additional time have been allotted for intervention at all grade levels in all schools: 1. Universal Access will be provided for 30 minutes daily in all classrooms K-6 to provide additional instructional support using California Treasures handbooks, Extra Support, ELD. 2. Grades 7-8 will provide daily classroom intervention using Glencoe Treasures ancillary materials 3. Students who are more than 2 years below will use the I-lit Curriculum in grades 7-8, and the Treasures Triumphs curriculum in | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 7/15-7/18 | Intervention teachers at elementary schools | District Intervention plan, colored master schedules, PLC minutes, textbook inventory, extra support materials list, lesson plans, class rosters | 249,500 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <p>grades 4-8 for Intensive Intervention.</p> <p>4. 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> | | | | | | |
| 2. Multiple measures identified in the district Intensive Intervention Plan will be used to identify the lowest performing students for placement in Intensive intervention in order to focus instruction on students performing two years below grade level. Standards aligned academic assessments, as well as diagnostic assessments (MAP) will be utilized for continuous progress monitoring of student performance. | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 7/15-7/18 | | Data reports, PLC minutes, grouping records, student work samples | No cost | |
| 3. All district and site certificated staff will use the School City data system, MAP data, and other formative data to guide individual classroom instruction and group development. This data will be discussed and acted upon during grade level collaboration meetings, site walkthroughs and district walkthroughs. The School City data management system was purchased by the district in July, 2012 and the contract continues to be renewed. | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 7/15-7/18 | Subscription | Data reports, PLC minutes, grouping records | See Goal 1E-3 | |
| 4. All district and site certificated staff will use the Measures of Academic Proficiency (MAP) data system grades 2-8 for Language Arts and Math to guide individual classroom instruction, grade level collaboration meetings, site walkthroughs and district walkthroughs. The MAP data management system was implemented by the district in August 2014. | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 8/14-6/16 | Subscription | Data reports, PLC minutes, grouping records | 50,000 | 0000 |
| 5. The district will annually provide a written master plan for the identification, placement and instruction of all intensive-level students that will include entrance/exit criteria for grouping. Students will be evaluated for placement in the spring of each academic year, while ongoing assessment review will ensure students are moved into or out of ELA/Math Intensive Intervention as needed. | Director of Curriculum and Instruction | 5/15-6/16 | | District written entry-exit criteria document, intervention lists, class lists | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| 6. The district will provide all standards-aligned board adopted materials for RLA and Math 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. | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 7/15-7/18 | | | No cost | |
| 7. 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. This, in conjunction with the ELL Catch-up plan, provide information regarding areas where a child is at risk and in need of intervention. | Director of Curriculum and Instruction, ELD Coordinator | 7/15-7/18 | | CELDT lists EL Catch-up Plans | No cost | |
| 8. The district will ensure the usage of instructional delivery strategies within core instruction that render content comprehensible to EL students. a. All teachers to receive a continuum of training and support for full implementation of the Focused Approach to Frontloading and the ADEPT assessment tool. b. All teachers will fully implement the Arvin Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding. c. The district will include instructional delivery strategies for EL students on the classroom observation tool. d. Site and district administrators will monitor the implementation of instructional delivery strategies for EL students and will provide teachers feedback. | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 7/15-7/18 | Thoughtful Classroom Walkthrough Tool | Classroom walkthroughs | 9000 | 0000 |
| 9. The district will systematically provide Math intervention time and materials to all strategic and intensive-level grade K-8 students, including English learners and students with disabilities through the following actions: a. ensure that materials and additional time have been allotted for intervention at all grade levels in all schools: | Superintendent, Assistant Superintendent, Curriculum and Instruction Department, Principals, | 7/15-7/18 | | District Intervention plan, colored master schedules, PLC minutes, textbook inventory, extra support materials | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| 10. 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 will provide daily classroom intervention using McGraw Hill ancillary materials | Teachers | | | list, lesson plans | | |
| 11. The Director of Student Services will coordinate services for students, professional development for staff, and observe classrooms to provide targeted feedback for Tier 3 students. | Director of Special Services | 7/15-6/18 | Salary and benefits | Time accounting sheets | 52,020 30,020 20,000 | 6500 0000 3010 |
| 12. Instructional aides provide practice and support in the classroom to identified students of need in small group or individual settings. | Principal Teacher | 7/15-6/18 | Salary and benefits | Time accounting sheets Observations | 120,000 | 0000 |
| 13. Ensure homeless students receive targeted support | Assistant Super. Director of Student Services, Family Resource | 7/15-7/18 | Materials Staff overtime | Purchase orders Attendance | 5512 | 3010-5000 |
| <i>Proficiency for Students with Disabilities</i> | | | | | | |
| Strategy 1 : Teacher Collaboration | | | | | | |
| Provide opportunities for collaboration between general education and special education teachers. | | | | | | |
| 1. The district will provide time bank days on Monday afternoons, for Professional Learning Communities to meet by grade and/or department. Teacher teams, including teachers of students with disabilities, will meet on 25 planned Bank Days in order to analyze RLA and Math student performance data, plan to discuss lesson delivery to meet specific student needs as determined from the data, or receive professional development related to student needs. Special education teachers will participate on the grade level team most appropriate to their grade level, and meet once per month with the Director of Student Services as a collaborative group. | Superintendent, Assistant Superintendent, Director of Student Services, Principals, Teachers | 8/15-7/18 | | PLC Minutes | No Cost | |
| Strategy 2: Academic Support | | | | | | |
| Provide academic support to meet the specific needs of SWD's in the core instructional program. | | | | | | |
| 1. The district will provide differentiated approaches to meet the needs of all students with disabilities. | Superintendent, Assistant Superintendent, | 8/15-7/18 | | | No Cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| | Director of Student Services, Teachers | | | | | |
| <p>2. The district will continue to assess all students with disabilities and use assessments to guide the development of goals for Individual Educational Plan (IEP):</p> <ul style="list-style-type: none"> a. Woodcock Johnson and other assessments, as appropriate. b. Inside, California Treasures and district benchmark assessments for LA c. McGraw Hill and district benchmark assessments for Math d. Assessment data from CAASPP for LA and Math e. MAP data for LA and Math f. Student Study Team data. g. Common formative assessments developed by PLC teams and from School City Rapid Response | Superintendent, Assistant Superintendent, Director of Special Services, Teachers | 8/15-7/18 | Updated assessments as needed | IEP's Assessment data | 10,000 | 0000 6500 |
| 3. 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 | Director of Special Services, Teachers | 8/15-7/18 | | IEP's | No cost | |
| <p>4. 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. | Director of Special Services, Teachers | 8/15-7/18 | Books | Intervention lists Observations Lesson plans | 5000 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
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| <ul style="list-style-type: none"> • 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>5. The district will provide a continuum of Math 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> <ol style="list-style-type: none"> a. SBE adopted core and intervention programs b. The use of TouchMath strategies c. The use of district approved ancillary materials and manipulatives as determined appropriate | Director of Special Services, Teachers | 8/15-7/18 | | | No cost | |
| <p>6. The district will ensure the usage of differentiated approaches for student with disabilities:</p> <ol style="list-style-type: none"> a. All teachers will receive a continuum of training and support for full implementation of the Focused Approach to Frontloading b. All teachers will fully implement the Arvin Essential Four: Content and Language Objective, Linguistic Frames, Graphic Organizers, and Academic Language Scaffolding. c. All teachers will implement the practice of Explicit Direct Instruction d. Site and district administrators will monitor the implementation of instructional delivery strategies for SWDs and will provide teachers feedback. | Superintendent, Assistant Superintendent, Director of Special Services, Principals, Teachers | 8/15-7/18 | | PLC Minutes Observations | No Cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|---|-----------|----------------------|--------------------------------|----------------|----------------|
| 7. 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. | Superintendent, Assistant Superintendent, Director of Special Services, | 8/15-7/18 | | IEP reviews/progress reports | 196,500 | 6500 3310 |
| 8. District nurse to support students with health risks on a daily basis to ensure health and ability to function in the school systems at each site as assigned to target students. | Superintendent Director of Special Services | 8/15-7/18 | Salary and benefits | Logs Health reports | 30,000 | 3010 |

Performance Goal 1D: Effective Teaching and Administration (Leadership)

The district will provide focused staff development for all staff in the areas of leadership, respectful relationships, writing, inquiry, collaboration, organization, reading, mathematical practices, and strategies for English learners throughout the 2015-2016 school year as documented by purchase orders, sign-in sheets, and logs.

Strategy 1: Professional Development for teachers

Provide standards-based / standards aligned PD to all teachers, including effective instructional and improvement strategies (e.g. use of formative assessments to inform instruction.)

| | | | | | | |
|--|--|---------------------------------------|-------------------------|--|--------|-----------|
| 1. The district will continue to maintain staff development records and logs for each teacher as they complete ELPD training. Approximately 83% of the district's current teachers have completed the SB 472 ELPD professional development. The remaining teachers and new hires will be enrolled when training is offered through KCSOS or trained by district trainers. | Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | 7/15-7/18 | Registrations/sub costs | Staff development logs and matrix | 10,000 | 3010-5200 |
| 2. Approximately 87% of elementary and LA single subject teachers attended SB472 training related to the 2008 ELA adoption while it was available as a formal training. The district has four SB 472 approved trainers for the ELA adopted Treasures program who are able to provide support and guidance in regard to use of materials and instruction in ELA. 3 days of staff development are planned for the 2016-2017 school year upon adoption of new materials when available. | Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | Trained as of last available training | Registrations/sub costs | Staff development logs and matrix Agendas | | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|---------------------------------------|--------------------------------|---|----------------|----------------|
| 3. 51 teachers still employed by the Arvin Union School District attended AB466/SB472 training related to the 2008 Math adoption while it was available as a formal training. Of this number, approximately 50% completed the 80 hour follow up. 100% of elementary staff grades 2-6 received publisher training for the 2014 adoption during the 2014-2015 school year and this training is scheduled to continue for grades TK-8 for the 2015-2016 school year. As there is no SB 472 training available for the new adoption, there are no plans to provide teachers with this training. | Assistant Superintendent, Curriculum and Instruction Department, Principals, Teachers | Trained as of last available training | Consultant Subs | Staff development logs and matrix | 15,000 | 0000 |
| 4. The district will continue to provide a continuum of support to teachers delivering specialized instruction to students with disabilities: a. Teachers will attend workshops offered by the SELPA. b. Teachers will receive CPI training as needed. c. Teachers will receive assistance from academic coaches or the district's program coordinators, as determined by the Director of Special Services, site administrators or personal request. b. Special education teachers will meet as a group 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 as scheduled in the district master schedule. c. Teachers will receive training on all district-approved curriculum materials with which they instruct. | Assistant Superintendent, Director of Special Services Curriculum and Instruction Department, Principals Academic Coaches, | 7/15-7/18 | Registrations Substitutes | Purchase orders, Registrations, Coach logs, Staff development sign-ins | 5000 | 3010-5200 |
| 5. The district will provide a continuum of professional development for teachers in RLA and Math, including strategic level and intensive level intervention, by: a. Documenting that each teacher has received training on Universal Access and intervention support materials and various formats for UA/intervention implementation. b. Documenting that each teacher has received training on developing and using formative assessments to | Assistant Superintendent, Curriculum and Instruction Department, Coaches, Principals, Teachers | 7/15-7/18 | Training Materials Substitutes | Staff development logs, Registrations/ Purchase orders, Coach logs, Agendas, Sign-ins | 15,000 | 3010-5200 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|-----------|--|--------------------------------------|--------------------|----------------|
| inform group development and instruction. c. Documenting that each teacher has received training on the new frameworks for ELA and Math, standards for English Learners, and specific research-based strategies appropriate for students with disabilities and English learners, including: Explicit Direct Instruction, Content and Language Objective, Linguistic Frames, Graphic Organizers, Academic Language Scaffolding, use of math manipulatives, multiple representations, and Systematic ELD for daily use and classroom lessons. | | | | | | |
| 6. The district will provide Program Directors and Teacher on Special Assignments to provide targeted training and academic coaching support to site coaches and teachers groups with focus targets on use of data and data analysis, strategies to support English Learners, instruction that is relevant and rigorous. | Superintendent, Assistant Superintendent, Program Directors, TOSAS | 7/15-7/18 | Salary and benefits | Training logs Sign-ins Agendas | 45,000 214,000 | 3010 0000 |
| 7. The district will provide academic coaching support to classroom and intervention teachers in a combination of formats to include: <ul style="list-style-type: none"> • Workshops targeted on specific areas of need • Data analysis workshops • Grade level meeting/PLC support • 1 on 1 coaching • Demonstration lessons • Lesson Studies • Classroom observations with feedback • Assistance with data analysis | Superintendent, Assistant Superintendent, Principals, Coaches, Teachers | 7/15-7/18 | Salary and benefits | Coaching logs Sign-ins Agendas | 278,985 142,586 | 0000 3010 |
| 8. Teachers will participate in standards - aligned staff development focused on writing and use of Thinking Maps specifically related to writing genres within the Common Core. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators, Teachers | 8/15-8/18 | Training contract Travel expenses TOT costs Binders | Contracts Sign-ins | 200,000 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|-----------|---|--|---------------------|----------------|
| 9. Teacher leaders will participate in Strategic Schooling training provided by Dennis Parker focused on strategies to support achievement in Language Arts and Math as proven to have high effect sizes through research by Hattie and Marzano. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators, Teachers | 6/14-8/16 | Training contract Travel expenses substitutes | Contract Sign-ins | 30,000 | 0000 |
| 10. Teachers will participate in training on effective strategies to support ELA and Math achievement as provided by formal AVID Summer Institute and Path trainings or through shared workshops at the school site. | Assistant Superintendent, Administrators, Teachers | 6/15-8/18 | AVID contract Travel expenses | Contract Sign-ins | 10,000 | 0000 |
| 11. Teachers, grades Tk-6 and single subject math teachers, grades 7-8, will participate in Common Core Math Practices staff development provided by math-text staff developers. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators, Teachers | 7/15-8/16 | Contract Substitutes | Contract Sign-ins | 20,000 | 0000 |
| 12. Teachers grades Tk-6 and math teachers grades 7-8 will participate in staff development provided outside the district as related to supporting strategies and instruction for achievement within targeted Math Claims. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators, Teachers | 7/14-7/16 | Registration | Purchase orders | 2000 | 3010-5200 |
| 13. Teachers grades Tk-6 will receive intensive training for understanding and implementation of the ELD standards through district workshops or outside professional development. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators, Teachers | 7/14-7/16 | a.Frameworks Standards | Agendas Sign-ins | a.See Goal 1A-7b | 0000 |
| | | | b.Registrations | | b.3000 | 0000 |
| 14. The district will implement the Thoughtful Classroom observation tool. The tool will be used in conjunction with the book "Tools for Thoughtful Assessment" for classroom walkthroughs as well as instructional rounds to ensure frequent observations with targeted feedback for instructional staff. | Superintendent Asst. Super. Program Directors, TOSAS, Principals, | 7/15-7/18 | Thoughtful Classroom contract | District professional development calendar, Agendas, Sign ins, District and site plan | 6400 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|---|-----------|----------------------|---|----------------|----------------|
| | Coaches | | | updates | | |
| <p>15. 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 by including a paraprofessional/instructional aide strand within the district's Professional Development Master Plan that will include:</p> <ul style="list-style-type: none"> a. A survey process to identify the professional development needs for the paraprofessionals/instructional aides. b. A matrix with a listing of all paraprofessionals 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. c. Documentation of participation in or completion of specific trainings. d. Development and dissemination of a written plan to all paraprofessionals/instructional aides that specifies the district's expectations of professional development for paraprofessionals/instructional aides. e. Site administrator monitoring of attendance and implementation of professional development within classrooms served. | Asst. Super. Program Directors, TOSAS, Principals, Coaches | 7/15-7/18 | Materials | District professional development calendar, Agendas, Sign ins, | 1000 | 3010-5200 |
| Strategy 2: Professional Collaboration Time Provide regular opportunities for data-based collaboration for all teachers. | | | | | | |
| 1. The district will provide time bank days on Monday afternoons, for Professional Learning Communities to meet by grade and/or department. Teacher teams, including teachers of English Learners and students with disabilities, will meet on 25 planned Bank Days order to analyze RLA and Math student performance | Superintendent, Assistant Superintendent, Administrators, Teachers | 8/15-6/18 | | District calendar with time bank days marked District staff-development grid | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|---------------------------------------|----------------------|--|---------------------|----------------|
| data, plan to discuss lesson delivery to meet specific student needs as determined from the data, or receive professional development related to student needs as evidenced by data. Dual immersion and special education teachers will participate on the grade level team most appropriate to their grade level, and meet once per month with the Dual Immersion TOSA or the Director of Student Services as a collaborative group. PLC time each month should include at least one hour dedicated to LA and one hour dedicated to math. | | | | PLC minutes with attached data samples | | |
| Strategy 3: Professional Development for Administrators Provide all administrators with PD based on standards-based/standards-aligned curriculum used in their schools and on effective instructional and improvement practices. | | | | | | |
| 1. 63% of current administrators have completed Tier II requirements. 5 are pending completion. New administrators will be enrolled in appropriate training to meet all AB430 criteria and gain clear credentials. The district has 2 new site administrators. | Superintendent, Assistant Superintendent, Administrators | 8/15-7/18 | Registrations | Completion certificates PD Matrix | No cost to district | |
| 2. Approximately 35% of site administrators who will be in place in 2015-2016 have been trained on the implementation of: a. Programs for students with disabilities. b. Response to Intervention continuum of programs. | Superintendent, Assistant Superintendent, Administrators | 8/15-7/18 | Registrations | Completion certificates PD Matrix | 2000 | 0000 |
| 3. The district has 43% of 2015-2016 administrators trained in SB 472 40- hour training for their schools' 2008 ELA adopted program. Trainings no longer exist. | Superintendent, Assistant Superintendent, Administrators | Trained as of last available training | Registrations | Completion certificates PD Matrix | No cost | |
| 4. 90% of 2015-2016 administrators have participated in training related to current math adoption material and all site administrators will participate in training in 2015-2016. | Superintendent, Assistant Superintendent, Administrators | Trained as of last available training | Registrations | Completion certificates PD matrix | No cost | |
| 5. The district sent administrators to the ELA/ELD roll out provided by the California Department of Education. Additional training related to content and implementation of new ELA/ELD standards will be provided to new administrators as available. | Assistant Superintendent, Administrators | 12/14 4/15 6/15-7/18 | Registrations | Purchase orders | 1,000 | 3010-5200 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|-----------|--|--|----------------|----------------|
| 6. All administrators will participate in standards - aligned staff development focused on writing and use of Thinking Maps specifically related to writing genres within the Common Core. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators | 8/15-8/18 | Training contract Travel expenses TOT costs Binders | Contracts Sign-ins | 12,000 | 0000 |
| 7. Administrators will participate in Strategic Schooling training provided by Dennis Parker focused on strategies to support achievement in Language Arts and Math as proven to have high effect sizes through research by Hattie and Marzano. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators | 6/14-8/16 | Training contract Travel expenses | Contract Sign-ins | 10,000 | 3010-5200 |
| 8. Administrators will participate in training on effective strategies to support ELA and Math achievement as provided by AVID Summer Institute, Path trainings, District Director trainings, or AVID county workshops. | Assistant Superintendent, Administrators | 6/15-8/18 | AVID contract Travel expenses | Contract with KCSOS Contract with AVID Registrations Sign-ins | 10,000 | 0000 |
| 9. The district will provide targeted training and opportunities for Professional Collaboration time for administrators at a minimum of twice per month focused on needs identified through needs-analysis walkthroughs at the school sites. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators | 6/15-8/18 | Materials | District staff development grid Agendas Sign-ins | No cost | |
| 10. Administrators will participate in Common Core Math Practices staff development provided by math text staff developers. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators | 6/15-8/16 | Contract | Contract Sign-ins | 9,000 | 0000 |
| 11. 38% of 2015-2016 administrators have attended and completed the English Learner Institute for Administrators provided by the Kern County Superintendent of Schools office that includes: 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. | Assistant Superintendent, Director of Curriculum and Instruction, Administrators | 6/15-8/16 | Registration | District staff development grid | 2000 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|-----------|----------------------|--|----------------|----------------|
| c. principles of second language acquisition. d. current research on EL students. e. research-based programs that provide accelerated learning for EL students. 62% of current administrators have attended Round 1 and Round 2 ELD Standards presented by KCSOS. 43% of current administrators have completed ELPD training. There will be 5 administrators new to positions and requiring training | | | | Purchase orders /Registrations Sign in if local | 5000 | 0000 |
| 12. Administrators to attend RTI training. Current documentation indicates a great need in this area as only 2 current administrators are listed on the PD matrix as having attended an in-depth training Purchase reference materials for implementation at the sites with | Asst. Superintendent Site Admin | 7/15-7/18 | Registration | Purchase orders /Registrations | 3000 | 3010 |
| Strategy 4: Preparing for Transition to CCSS | | | | | | |
| 1. The district will complete and implement an LEA-wide plan for continued transition to CCSS using the state template found at www.cde.ca.gov/re/cc . | Superintendent Asst. Sup. Directors of Curriculum and Instruction and Special Services | 7/15-7/18 | Plan template | Completed template | No cost | |
| Performance Goal 1E: Implementation and Monitoring <i>The district will develop and implement strategies for monthly tracking and monitoring of staff and parent activities.</i> | | | | | | |
| Strategy 1: Parent and Community Involvement Involve and engage staff, parents, and community groups in academic improvement strategies. | | | | | | |
| 1. Hold or participate in various input opportunities through site meetings, District Advisory Council, School Site Council, District English Learner Committee meetings, English Learner Committee Meetings, Migrant PAC meetings, District LCAP Committee Meetings, and parent meetings to communicate action steps in place, examine data, and discuss future actions | Superintendent Asst. Sup. | 7/15-7/18 | Materials | Agendas Input gathered Data shared | 200 | 3010-2490 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|---|---------------|------------------------------|--|----------------|----------------|
| 2. Hire 4 parent liaisons to serve school sites and promote communication between the site and parents through parent involvement centers, workshops, and conferences. Specific support in: a. Understanding assessment results b. Interpreting report cards and aligning with interventions c. Translating for teachers/parents d. Conducting A2A attendance contacts e. Complete Blackboard announcements for sites | Superintendent Asst. Sup. Family Resource Director Principals | 8/15-7/18 | Salaries and benefits | Postings, Parent Communication logs, Parent Sign-ins | 65,000 | 0000 |
| 3. School Site clerks maintain consistent contact with families regarding health, progress, activities, and attendance. | Superintendent Asst. Super. Principal | 7/15-7/18 | Salaries and benefits | Parent Communication logs, Time accounting forms | 100,000 | 3010 |
| 4. Implement Parent University with monthly topics related to student success including but not limited to: a. Attendance b. Graduation requirements c. Redesignation requirements d. AVID organization expectations e. Wellness f. Interpretation of assessment results g. Provide information for extra-curricular activities/extra-hours support | Superintendent Asst. Sup. Family Resource Director, AVID coordinator, Curriculum and Instruction Department | 8/15-7/18 | Materials, Babysitting costs | Agendas, Sign-ins | 2000 | 3010-2490 |
| 5. Complete a parent newsletter for distribution 5 times per year with information regarding school events. | Superintendent, Asst. Sup. Department Directors, Principals | 8/15-7/18 | Printing costs | Completed newsletters | 12,000 | 3010-2490 |
| 6. Hold 2 parent conferences per year. | Superintendent Asst. Sup. | 10/15 2/16 | Translators | Overtime | 2000 | 3010-2490 |
| Strategy 2: Articulation Among Educational Levels Ensure articulation of services among educational levels including preschool, elementary, middle school, high school, and post-secondary options. | | | | | | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|---|-----------|-----------------------|--|----------------|----------------|
| 1. Hold yearly pre-school articulation meeting with Kindergarten teachers from each site. | Assistant Super., Director of Special Services Preschool Director, Teachers | 4/16 | | Agenda Sign in | No cost | |
| 2. Director position to coordinate pre-school activities for articulation into kindergarten aligned with standards, ensure GATE and AVID activities and extra-curricular activities are coordinated throughout the grade levels. | Asst. Super Director | 7/15-7/18 | Salary and Benefit | Agendas Sign-ins Activity logs | 35,000 | 3010-7310 |
| 3. Hold AVID articulation meetings once per trimester between elementary sites and secondary site along with yearly recruitment activities | Assistant Super., AVID district director, Principals, AVID tutorial teachers | 5/16 | Substitutes | Agenda Sign in Site AVID plan updates | No cost | |
| 4. Middle school staff to articulate with Arvin High at regularly scheduled meetings. | Superintendent Asst. Super. Principal | 7/15-7/18 | | | No cost | |
| Strategy 3: Program Monitoring Monitor program effectiveness | | | | | | |
| 1. The district will monitor the implementation of all 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. | Superintendent Asst. Super. Program Directors, TOSAS, Principals, Coaches | 7/15-7/18 | | Walkthroughs, Observation data, feedback reports, action plans, data reviews | No cost | |
| 2. Through classroom walkthroughs, district and site administrators will ensure that RLA and math intervention classrooms are using materials and time as outlined in the APS. | Superintendent Asst. Super. Principals | 7/15-7/18 | | | No cost | |
| 3. District level administrators will monitor the effectiveness of the implemented instructional program through Administrative Cabinet meetings held bi-monthly, scheduled site walkthroughs and unannounced | Superintendent Asst. Super. | 7/15-7/18 | | Agendas Observations Action Plans | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--|----------------------|---|---|--|----------------------|
| school site classroom walkthroughs. | | | | | | |
| 4. The district will implement the Thoughtful Classroom observation tool. The tool will be used in conjunction with the book “Tools for Thoughtful Assessment” for classroom walkthroughs as well as instructional rounds to ensure frequent observations to monitor the district’s curriculum and instructional delivery strategies for all students including English Language Learners and students with disabilities with targeted feedback for instructional staff. | Superintendent Asst. Super. Program Directors, TOSAS, Principals, Coaches | 7/15-7/18 | Thoughtful Classroom contract | District professional development calendar, Agendas, Sign ins, District and site plan updates | 6400 | 0000 |
| 5. The district will ensure that principals and assistant principals monitor classrooms for evidence of adopted materials, appropriate instructional time, rigorous instruction, research based strategies, 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. | Superintendent Asst. Super. | 8/15-7/18 | a.Thoughtful Classroom walkthrough tool b.Vice Principals salary and benefits at 4 schools | a.Visitation reports available through online program b. Time Accounting Sheets | b.See previous action step b.233,000 233,000 | 3010 0000 |
| 6. The district will conduct: a. Trimester instructional rounds b. Weekly walkthroughs with site administrators | Superintendent Asst. Super. Program Directors, TOSAS, Principals, Coaches | 7/15-7/18 | a.Thoughtful Classroom walkthrough tool b.ACERS for use of tool for TOSAS | District professional development calendar, Agendas, Sign ins, District and site plan updates | a.See previous action step b.1500 | b.0000 |
| 7. The district will develop a systematic protocol for site administrators to monitor the collaborative administrative/program/grade/department level meetings that will minimally require the collection and review of minutes and agendas from those meetings. | Superintendent, Asst. Super., Program Directors, Principals, Teachers | 7/15-7/18 | | Protocol for PLC PLC minutes | No cost | |
| 8. The district will ensure that principals and assistant principals monitor the use of assessments and analyze assessment data from School City. The Assistant | Superintendent Asst. Super. Principals | 7/15-7/18 Monthly | School City contract | Agendas Sign-ins Data reports used | 23,000 | 0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|---|--|-----------|----------------------|--|----------------|----------------|
| Superintendent will meet monthly with the site principals to review assessment data in a data protocol setting to review their site data for academic gains and priority areas to be addressed. The district will implement a template for reporting strengths, needs, intervention support for students, and grade levels and or teachers to target for support followed by changes in instructional practice and interventions for students. | | | | District protocol | | |
| 9. The district will continue to monitor the completion of required training for teachers and administrators. | Superintendent, Asst. Super., Program Directors, Principals, | 7/15-7/18 | | Professional Development Matrix | No cost | |
| 10. The district will complete the LCAP data template on a yearly basis to measure growth. | Superintendent, Asst. Super. Director of Curriculum and Instruction | 4/16 | | LCAP data matrix | No cost | |
| 11. The district will monitor the assignments and duties of staff hired with categorical funds through Time Accounting Forms and logs. A categorical secretary will work with the Assistant Superintendent to ensure completion of categorical monitoring | Superintendent, Asst. Super., Director of Human Resources, Categorically funded personnel | 7/16-7/18 | Salary and Benefits | Trimester Time Accounting, Overtime Sheets, Coaching Logs, Daily Attendance Monitoring | 20,000 | 3010-7310 |
| 12. Annually review each grade level's Curriculum and Assessment guide for Language Arts and Math , update the scope and sequence and benchmark calendar for all certificated staff. a. Monitor 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. b. Provide an English Language Development Scope and Sequence describing daily ELD instruction for teachers including Systematic ELD, California | Superintendent, Asst. Super., Director of Curriculum and Instruction, ELD Coordinator Principals, Teachers | 7/15-7/18 | | Schoolwise data reports, Walkthroughs | No cost | |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|---|-----------|---------------------------------|---|----------------------------|-----------------------|
| Treasures ELD program components, ELD vocabulary, and assessment protocol. ELD will be provided for up to 45 minutes daily. | | | | | | |
| 13. The district will ensure a focus on instruction as reviewed through updates presented to administrative cabinet and the local board | Superintendent, Asst. Super, Program Directors, Principals | 7/15-7/18 | | Agendas Minutes Presentations | No cost | |
| 14. The district has fiscal policies and a resource allocation plan to fully implement the 9 EPCs in regard to ELA and Math instruction: a. Site administrators will receive and review their site budgets on a monthly basis. 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 Plan, and that they include specific, measurable action steps / goals. 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. | Superintendent, Assistant Super. Director of Human Resources, CBO, Principals | 7/15-7/18 | | District Budgets Site Budgets Site and District Plans Annual Reviews | No cost | |
| Performance Goal 1F: Support for Schools in Corrective Action <i>Provide targeted assistance to site administrators through systematic analysis of data and observation of the effectiveness of materials and instruction.</i> | | | | | | |
| Strategy 1: Support for schools in PI Year 5 Identify the schools in PI Year 5 and describe the implementation of the restructuring or alternative governance plan that was developed when each school was in PI Year 4. | | | | | | |
| 1. Bear Mountain, Sierra Vista, and Haven Drive are in Year 5 of program improvement. El Camino Real is in year 4 program improvement. Administration at each site has been restructured. Haven Drive will have a new Principal and add the position of instructional coach, El Camino Real had a new Principal in 2014-2015 and has a new Vice Principal in 2015-2016, Bear Mountain Elementary has a new administrative team with | Superintendent | 6/2015 | a.Textbooks b..new coach | Staff Rosters Purchase orders for math | a.640,000 b.109,966 | a.0000 b..0000 |

| Description of Specific Actions to Improve Education Practice | Persons Responsible | Timeline | Related Expenditures | Evidence/ Data to be Collected | Estimated Cost | Funding Source |
|--|--------------------------------|----------|----------------------|-----------------------------------|----------------|----------------|
| replacements for Principal and Vice Principal, and Sierra Vista has a new Principal. All sites implemented a Common Core aligned math program in 2014-2015. The vacated Dean of Students position at Haven Drive has not been refilled. | | | | | | |
| 2. All site and district administrators will participate in Administrative Council, Administrative Professional Learning Community activities, targeted job-alike workshops to support implementation of site requirements, and district accompanied walkthroughs to support instruction and implementation of programs at the site. | Superintendent Asst. Super. | | | Agendas Walkthrough records | No cost | |

Arvin Union Elementary School District

ARVIN UNION SCHOOL DISTRICT ACTION PLAN ADDENDUM

June, 2015

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 report, the district looked at district CELDT and CST data documents and district benchmark assessment scores through the lens of the ELSSA. Observational data from administrators and teachers and input from the Academic Program Survey also provided information. Teacher input was gathered through surveys as part of the LCAP process. After analysis of the district data, the following observations were apparent:

AMAO 1:

Over the last formally reported years (2010-11 through 2013-14), the district has consistently meet targets for AMAO 1. Title III accountability reports for 2013-2014 indicate Arvin Union School District exceeded the Target for AMAO #1 by 1.5% with 1802 Annual CELDT takers taking the test. AMAO #2a (less than 5 year cohort with 1551 students) exceeded the target with 26.4% achieving an English Proficient Level exceeding the goal of 22.8%.

An analysis of data (ELSSA question 4) shows the pattern of Beginning EL students and Early Adv./ Advanced English Proficient EL students within the district, as measured by CELDT, achieved the proficiency growth target (state target 61.5% or higher). District EL students at the Early Intermediate and Intermediate levels failed to meet the state growth target. This was especially critical at the Intermediate level where the district missed the target by 20.2% and also fell below statewide averages within those levels. Key Data Systems reports indicate the district may not make AMAO targets for 2014-2015.

AMAO 2:

AMAO #2a (less than 5 year cohort) was met with 26.4% achieving an English Language Proficiency level exceeding the goal of 22.8%. This target has been met for the last four reporting years. In addition, AMAO #2b (5 year or more cohort) was met with 52.2% of students attaining English Proficiency exceeding the goal of 49%. This target has been met for the last four reporting years. The data continues to indicate that many students stay at Intermediate or below on the CELDT for more than 5 years. Key Data Systems reports indicate the district may not make AMAO targets for 2014-2015.

AMAO 3:

The District has failed to make AMAO 3 (EL subgroup) in Language Arts and Math for the last four reported years. The English Language Learner results on the last CST indicate that the district has not significantly made progress in English Language Arts or Math. 34.7% of English Learners attained the level of proficient in ELA while 47% attained proficiency in Math.

Local Measures:

Lack of proficiency in core performance areas of Language Arts and Math are further confirmed with district data indicating a large number of students fail to meet grade level standards.

- Local benchmark assessments are used to determine the performance of students on identified priority and supporting Common Core Math, and LA standards. The sites are able to analyze and monitor student performance during bi-monthly professional collaboration days. Data analyzed from the ELSAA was 2013 Benchmark 4. 91% of Intermediate students scored Basic or Below in Language Arts and 67% scored Basic or Below in Math. 60% of Early Advanced students scored Basic or Below in Language Arts and 83% scored Basic or Below in Math. Reclassified students outperformed English Learners, however 34% in Language Arts and 37% in Math scored Basic or Below. Proficiency declines from 2nd grade to 8th grade.
- A new assessment being used within the district is Measures of Academic Progress (MAP). MAP projections this year have been predictive of preliminary CAASPP scores. Information is used as a diagnostic measure for focused instruction and provides a growth measure over time. Math and Language Arts scores from fall

testing show the overwhelming majority (50-85% depending on school and grade) fall into intensive bands.

Summary:

Although most recent scores illustrate achievement of AMAO 1 and AMAO 2, percentages of students within the district achieving the targets vary. This past year, the district was subject to a determination waiver for AMAO 3 based on the change from the CST to the CAASPP system. Title III accountability for AMAO 1 and 2 hold the district at 10 years of not meeting AMAO's in one or more categories since AMAO 3 was not measured this past year. District review of data indicate AMAO's may not be met for upcoming reporting cycle based on analysis through Key Data systems.

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

STRENGTHS:

Instructional minutes are set aside for core content instruction. ELD time at the elementary sites is a component in the master schedule. ELD is scheduled for 45 minutes per day with 15 minutes dedicated to talk time with a focus on listening and speaking and 30 minutes following with a focus on reading/writing. The middle school has 3 programs (intensive intervention, Intermediate and below, and Early Advanced/Advanced). ELD classes/services in grades K-8 with students are leveled according to language ability. Site based intervention opportunities are provided both during the day and after school. District professional development for site leaders occurs during Administrative PLC and through attended trainings.

WEAKNESSES:

The Title III plan has not been updated to keep pace with changes in the district or the implementation of Common Core Standards. Material use has not been outlined in detail to focus on the needs of differentiated levels of students.

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.

Root causes identified were verified by the LEA through monitoring of the program, administrative dialogue, teacher surveys and test results. Root causes of not making AMAO growth or particular levels of proficiency remaining static included:

1. A lack of fidelity and consistency is evident in program implementation. Full implementation was not seen at all grade levels and sites. Implementation and rigor of expectations are varied. Doug Reeve's research indicates that fidelity to the program provides the needed element for steady academic growth. Inconsistent implementation of curriculum using interim materials as the district moves to align with Common Core standards may also be a factor.
2. Collaborative program monitoring and responsibility/accountability for essential elements of program implementation are missing key elements.
3. Although data is available and has been provided, data usage for determining student placement, progress and instructional purpose has not been consistent throughout the district.
4. The lack of a sustained, district-wide professional development followed up at site levels produced insufficient in-depth knowledge and cyclical use of the assessments/data, focused core instruction and intervention, applied strategies, and monitoring with formative assessments tied to the state standards.
5. Parents are not fully aware of the academic requirements for their students or the support systems in place for their students to receive intervention.

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 are:

1. The District will ensure leveled, designated ELD time and designated content time with integrated ELD is scheduled at each grade level and implemented as described in course and program outlines. Fidelity/adherence to instructional time blocks will ensure adequate daily instruction. Levels of instructional clusters at the elementary level will be expanded from two to three to provide more intense focus on target skills and differentiated instruction. The district will implement the recent Common Core math adoption. As the district researches upcoming language arts/ELD materials, we will continue to use adopted ELA/ELD materials in conjunction with Common Core units developed through Rigorous Curriculum Design. The district will also implement a writing program focused on integration of conceptual development and focus on key genres assessed on SBAC. Systematic ELD will continue to be used as resource material for talk time dedicated to forms and functions.

2. District and Site Administration, through guided Administrative Professional Collaboration/Professional Development and subsequent walkthroughs will monitor ELD, Math, and ELA program implementation for fidelity to designated time, use of materials, and use of assessments to guide class placement and instruction for English Learners. The Assistant Superintendent will formally update the District Action Plan each year for proposed adoption in conjunction with LCAP/LEA plans to ensure action steps are supplemental. Implementation of the District Action Plan will be monitored by the Assistant Superintendent, Director of Curriculum and Instruction, Principals, and the District ELD Coordinator.

3. The transformative power of formative assessments, Popham (2008), will be a focus with district and site leaders. Formative assessment development and use will be a focus of professional development and coaching within the district. Yearly updated pacing guides and calendared assessments for ELA and Math will guide teachers during the course of the year. Systems within PLC's will be formalized. The use of data can make an enormous difference in school reform efforts by improving school processes and student learning. Schmoker (1996) provide case studies, core practices, and plans on how to develop a system using data for school improvement. DeFour's (2008) research has provided an outline in using formative and summative data within PLC's for system development and analysis. In an effort to support sites, the LEA will input all assessments into the district data system to facilitate teacher PCD days and support use of data for instruction. The Director of Curriculum and Instruction along with the ELD Coordinator will annually review programs, complete the ELSSA, and update the ELD Master Plan by March of each year.
4. In conjunction with Strategic Schooling elements provided by Dennis Parker, effect-size research from Marzano and Hattie will guide our choices and professional development to focus work on strategies shown to improve student learning. The English Language Development Department will provide calendared on-going local staff development for meeting the needs of English Learners beginning in the 2015-2016 school year to include systematic support/coaching. Methods and strategy support in place for instruction during the 2014-2015 school year will continue to be addressed with Site Leadership and Leadership Teams with Dennis Parker, Consultant from Strategic Schooling and AVID. Districtwide campaigns include:
 - Thinking Maps/Graphic Organizers with an added focus on writing.
 - Alignment of instruction to Essential questions based on Content and Language Objectives.
 - Use of Linguistic Frames in conjunction with Costa's levels of rigor.
 - Based on research by Francis, D.J. Et. Al. (2006), the LEA will ensure all English Learners have access to appropriate math and English Language Arts 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.
 - Ensuring rigor in the application of English Language Arts Common Core Standards with a focus on continued use of Rigorous Curriculum Design units, implementation of adopted Intervention programs to meet the needs of English Learners, and Standards Aligned Textbooks purchased in 2014.

- Examining CELDT levels and requirements to accelerate through levels
- Focusing on student engagement and collaboration
- Supporting text-taking skills
- Focusing on lessons with WICOR (writing, inquiry, collaboration, organization, and rigor).

5. The community at large recently supported Measure E, our school bond, with a passage rate of 79.46%. This financial support was especially promoted by staff and community partnerships. Surveys indicate parents feel welcome at school and participate in socially based events, however they are not actively involved in governance or informational sessions. The district will work to expand engagement through collaborative activities for parents.

Local Educational Agency Plan Goal 2

Budget Update

Name of LEA: Arvin Union School District

Fiscal Year: 2015-2016

Total Title III Allocation: \$201,203

Immigrant: \$6425

LEP Administrative & Indirect Costs (2%) \$3945

Immigrant Administrative & Indirect Costs: \$385

Goal 2A/2B: Strategy 3: English Language Learner Program Placement

Goal 2A/2B: Strategy 4: English Language Learner Instruction

Focus/Objective 1: - Grades TK through 8 will be assigned to leveled groups on a daily basis for high quality, leveled English Language Development instruction using appropriate instructional materials and strategies according to guidelines within the California Framework for ELA/ELD and following district guidelines updated for 2015-16.

| Specific Actions | Persons Responsible Timeline | Estimated Cost | Funding Source |
|--|---|------------------------------|---------------------------------------|
| ELD Coordinator: The district will continue to support the position of ELD Coordinator to review programs, ensure teachers have and use materials for core ELD instruction, ensure | Superintendent Assistant Superintendent Director of Curriculum and Instruction – Assign Coordinators based on site needs. Ensure | \$65,000 \$65,000 | Title I Title III, Limited |

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| that professional development is provided to support use of materials and implementation, and to support school sites in using SBE adopted ELD assessment data to monitor and adjust instruction for English Learners. | that Coordinators are trained to provide effective modeling and coaching 07/01/15 – 06/30/18 | | English Proficient (LEP) Student Program: |
| Leveled Instruction and Flexible Grouping: Identify ELD period within each day on the site master schedules. All teachers are CLAD or comparable ensuring appropriate credentialing for instruction. Provide leveled ELD instruction to students following updated instructional cluster guidelines developed for 2015-2016. Standards-based and formative assessment data (including CELDT, ADEPT, and benchmarks) will be used to form and modify groups and modify instruction as needed. | Director of Curriculum and Instruction ELD Coordinator -Provide guidelines for placement and monitor progress through data and observations Site Principals Site Coaches – Support staff to assign and modify students to groups based on assessment data Instructional Staff – provide instruction following guidelines in the description of the designated ELD instructional blocks and differentiated by need 07/01/2015 - 06/30/2018 | \$0.00 | No funding required |
| Immersion Students scoring at the Beginning Level on the CELDT will be placed in Sheltered English Immersion for 1 year. | ELD Coordinator Principals 07/15-07/18 | No cost | |
| ELD assessment Students will be assessed by the CELDT and district assessments including ADEPT and language assessments. | Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator Principals 07/15-07/16 | No cost | |

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| <p>Student placement</p> <p>Leveled ELD instructional groups based on district guidelines are constructed at the beginning of each school year. These groups are revised mid-year based on data. The district will implement revised guidelines for designated classroom instruction during targeted 45 minutes of ELD at the elementary sites. 15 minutes of this time will be talk time targeted to forms and functions followed by 30 minutes of designated ELD instruction at the elementary sites.</p> <p>Middle school structure is a portion of a double block of Language Arts for targeted students below intermediate or the Social Studies block for those students performing at or above the intermediate level. Redesignated students may be in advanced mainstream classes or provided support in the Social Studies block with English Learners as needed.</p> <p>Grades K-6; Treasures ELD Grades 7-8 Expressions from CA Treasures Grades 7-8 advanced: ELD through content</p> | | | |
| <p>Instructional alignment:</p> <p>The district will continue to provide and all K-8 teachers will fully implement RCD Common Core aligned units. The district will ensure that for each ELD curricular program implemented that there is a district-wide pacing guide to correspond to Common Core priority and supporting standards within the units until adoption of a new program.</p> | <p>Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator 07/15-07/18</p> | <p>No cost.</p> | |

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| Strategy use: The district will ensure the usage of instructional delivery strategies that render content comprehensible to EL students through implementation of research-based strategies outlined in the district's Professional Development plan for teaching English Learners. | Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator Principals Teachers 07/15-07/18 | No cost | |
| Supporting material: Teachers will use the Systematic ELD handbook, Focused Approach for English Learners, and the Constructing Meaning Handbook as resources for their particular grade levels to support language production. | Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator Principals Teachers 07/15-07/18 | No cost | |
| Additional learning time: English Learner students will be provided additional learning time based on their assessed need for intervention through structures identified in goal 1 as monitored through Catch-up plans and extended school day attendance report. | Assistant Superintendent Principals Teachers 07/15-07/18 | No additional cost | |
| Goal 2A/2B: Strategy 4: English Language Learner Instruction Goal 2C: Strategy 2: English Language Arts Proficiency Goal 2C: Strategy 3: Mathematics Proficiency | | | |
| Focus/Objective 2: - Implement standards-based/standards-aligned instruction and support including intervention and supplemental materials through regular classroom instruction and 50/50 Dual Immersion. (English/Spanish) | | | |
| Teacher on Special Assignment: The district will support the position of Teacher on Special Assignment (TOSA) to focus on development and support of the 50/50 Dual Immersion program to support student acquisition of English and proficiency in Language Arts and Math. | Assistant Superintendent Director of Curriculum and Instruction – Assign TOSA based on site needs. Ensure that TOSAs are trained to provide effective modeling and coaching Teachers | \$57,200 \$57,200 | Title III, Limited English Proficient (LEP) Student Program: LCAP |

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| | <p>– Work with TOSA's to implement program and focus on rigor of Common Core Standards</p> <p>07/01/2015 - 06/30/2018</p> | | |
| <p>Leveled Instruction and Flexible Grouping:</p> <p>The district will support the positions of instructional aides to provide opportunities for students to apply and reinforce learning in Language Arts and Math through focused support to English Learners – especially focused on the Dual Immersion Program.</p> <p>Salary and Benefits</p> <p>2 aides –HD</p> <p>1 aide – each elementary site</p> | <p>Site Principals - Assign aides based on site needs.</p> <p>ELD Coordinator and TOSA - Ensure that aides are trained to provide effective modeling and coaching</p> <p>07/01/2015 – 06/30/18</p> | \$46,100 | Title III, Limited English Proficient (LEP) Student Program: |
| <p>Support Materials:</p> <p>The district will purchase supplemental materials to support Dual Immersion Classrooms and English Learners. Books/Materials/Classroom Libraries</p> | <p>ELD Coordinator</p> <p>Teacher on Special Assignment</p> <p>-Meet with teachers to identify needs and order supplies, materials, books, resources to meet Math and Language Arts instructional needs</p> | Title III \$15,000 | Title III, Limited English Proficient (LEP) Student Program |
| <p>Subject Matter Competency</p> <p>The district will continue to provide and all teachers will continue to instruct using RCD units for LA in conjunction with SBE-adopted core California Treasures using embedded materials for EL support as appropriate. Students in I-lit will receive ELD through the Intensive Intervention.</p> | | | |
| <p>Subject Matter Competency</p> <p>The district will continue to provide and all teachers will continue to instruct using Houghton Mifflin Expressions Math (K-6) and Big Ideas (7-8) using embedded materials for EL support as appropriate.</p> | | | |

| Students in I-lit will receive ELD through the Intensive Intervention. | | | |
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| Goal 2A/2B/2C: Strategy 1: Accountability Goal 2D: Strategy 2: PD for Administrators Goal 2D: Strategy 3: PD for Other Personnel Goal 2C: Strategy 4: Participation Rate | | | |
| Focus/Objective 3: Monitor ELD Instruction and Implementation District and Site administrators and coaches will participate in twice monthly Professional Learning Communities to develop methods for use at the sites for monitoring the English Language Development (ELD) curriculum and instructional practice for designated and integrated ELD to support acquisition of content and achievement in the core content areas of Language Arts and Math. Focus Objective 4: Participation rate Ensure that the EL subgroup meets the State academic assessment participation rate for ELA and mathematics | | | |
| Specific Actions | Persons Responsible Timeline | Estimated Cost | Funding Source |
| CELDT: The district will continue to administer the CELDT on an annual basis until the LPAC is available for administration. Overtime for summer testers will facilitate 1 on 1 testing. | Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator 7/15 – 10/15 | 5000 | 0000 |
| CAASPP: The district and the sites will run regular reports from TOMS to ensure all students are tested and tests are complete following the testing cycle for each group of students. | Assistant Superintendent Site Test Coordinators Principals -completion report review 3/15 – 6/18 | No cost | |
| Program Data Review: The district ELD coordinator will review progress of English Learners and Re-designated students through an annual ELSSA review and review of scheduled | ELD coordinator – Analyze data | Salary and benefits See objective 1 | Title III Title 1 |

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| ADEPT testing. | | | |
| Routine Data Review: The district will ensure that district and site administrators and instructional staff regularly review, analyze, and interpret current ELD, math, and ELA benchmark data during Professional Collaboration Days (as noted in agendas) to support instructional improvement leading to increased student achievement. | ELD Coordinator- -Provide data at district PLC's Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator -discuss data at district PLC's and during personal visits with site administrators Site Administration Site Coaches and TOSA's Teachers – attend district PLC's with prepared data reports in order to analyze, determine next steps for immediate action at specific sites, and continue the cycle of data review at the site. Site Teachers – Ensure all data from required assessments is entered in the data system by end of window so district-wide reports can be run. 07/01/2015 - 06/30/2018 | \$0.00 | No funding required |
| Site Reports: Principals will report to district administration and provide a formal report to the school board following the annual CELDT assessment and following ADEPT cycles throughout the year. | Superintendent Assistant Superintendent Principals 08/15 - 07/18 | No cost | |
| Routine Classroom Observations: School sites will monitor full implementation of Language Arts, Math, and ELD instruction weekly using the Thoughtful Classroom Walkthrough Tool and elements relating to instruction leading to proficiency for English Learners. Subscribed to yearly | Principals Coaches – visit classrooms focusing on identified areas within the rubrics and providing targeted feedback 07/01/2015 - 06/30/2018 | \$6400 | LCAP |

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| after initial training in 2015. | | | |
| LEA Program Monitoring: LEA will use district observation tools during monthly walk-throughs at each site in order to observe instruction and provide feedback on the implementation of SBE adopted ELD curriculum implementation. The district monitoring tool will be used to verify that classroom teachers implement sound instruction including: <ol style="list-style-type: none"> 1. Organization/rules/procedures 2. Positive relationships 3. Culture of thinking/learning 4. Engagement/enjoyment 5. Preparing for new learning 6. Presenting new learning 7. Deeping/reinforcing learning 8. Reflecting and celebrating learning 9. Applying learning | Assistant Superintendent and Director of Curriculum and Instruction – coordinate site visits with principals LEA and Site Administrators ELD Coordinator, TOSAs and Site Coaches –visit classrooms focusing on identified areas within the rubrics and providing targeted feedback 07/01/20015 - 06/30/2018 | Thoughtful Classroom Walkthrough Tool- See previous action step | LCAP |
| Catch-up plans All teachers will be provided with the English proficiency levels, as identified by the CELDT, including sub-scale scores, for each English Learner they instruct as part of the district Catch-up plan with responsibility to ensure each student makes gains. | Assistant Superintendent -monitor process Director of Curriculum and Instruction ELD Coordinator and ELD staff -provide information 07/15-07/18 | No cost | |
| Goal 2A/2B: Strategy 5: English Learner Progress Monitoring Goal 2D: Strategy 1: PD for Teachers Goal 2B: Strategy 6: English Learner Reclassification | | | |
| Focus/Objective: Data Base Systems - The district will provide systems that permit district and school staff 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.

Focus/Objective: Reclassify EL's using multiple measures with goal of reaching or exceeding 14% reclassification rate.

| Specific Actions | Persons Responsible Timeline | Estimated Cost | Funding Source |
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| Data Systems for ELA, ELD, and Math: The LEA will maintain a district-wide data system (SchoolCity) that allows district and school site personnel to gather, analyze, and disaggregate data by demographic characteristics, language levels, grade, classroom, and academic achievement in ELA, Math and ELD. Data will be used to monitor and adjust instruction for English Learners during ELD instruction. | Director of Curriculum and Instruction TOSA ELD Coordinator – Set up assessments and data entry guidelines and contract for services 07/01/2015 - 06/30/2018 | \$26,400 | 0000-Base |
| Site administrators will provide professional development on effective Professional Learning Communities and ensure instructional site staff regularly reviews, analyzes, and interprets current ELA, Math, and ELD benchmark data during Professional Collaboration Days (as noted in agendas) to support instructional improvement leading to increased student achievement. | Site Principals – implement PLC's using resources such as "Learning by Doing"/"Revisiting Professional Communities at Work" by DeFour and "The Power of SMART goals" by O'Neill Site Instructional staff – actively participate in PLC's at the site | \$0.00 | No funding required |
| 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 per 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 | Director of Curriculum and Instruction ELD Coordinator ELD Department – Run reports for site use Site Principals – use Catch-up plans guide Data Chats with teachers Site instructional staff – Use data to enroll students in extra –opportunity classes or intervention groups | \$0.00 | No funding required |

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| the ELD clerks in February. | 07/01/2015 - 06/30/2018 | | |
| Pacing/Assessments Adjust pacing guides and assessments for 2016-2017 based on teacher recommendations and publisher guidelines. | Director of Curriculum and Instruction ELD Coordinator TOSA Academic Coaches – gather information from teachers and calendar pacing/assessments for upcoming year 04/30 - 06/30 each year | \$0 | No funding required |
| Reclassification The district will continue to use redesignation criteria as stated in the EL master plan. | Director of Curriculum and Instruction ELD Coordinator 07/15 – 07/18 | No cost | |
| Goal 2A/2B: Strategy 5: English Learner Progress Monitoring Goal 2D: Strategy 1: PD for Teachers Goal 2D: Strategy 2: PD for Administrators Goal 2D: Strategy 3: PD for Other Personnel Goal 2C: Strategy 2: English Language Arts Proficiency Goal 2C: Strategy 3: Mathematics Proficiency | | | |
| Focus/Objective: Provide professional development to administrators, teachers, and instructional aides working with EL students with a focus on implementation and monitoring of standards-based/standards-aligned materials and innovative strategies and groupings to enhance use of adopted core, supplemental, and intervention materials. | | | |
| Specific Actions | Persons Responsible Timeline | Estimated Cost | Funding Source |
| Establish and implement district wide professional development schedule: Calendar Professional Development provided by district staff for the 2015-2016 | Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator – Complete master calendar with professional development scheduled for departments to prevent overlap and ensure alignment | \$0 | No funding required |

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| | 05/01/15 - 06/30/18 | | |
| Workshops: The district will support attendance at the Dual Immersion Conference each year. (\$12,000) Title III conference attendance (\$5000) Registration, Hotel, Travel, Overtime | Director of Curriculum and Instruction ELD Coordinator Teacher on Special Assignment –Contact staff and register for conference using budget sheet 07/01/2015 -06/30/2018 | \$17,000 | Title III, Limited English Proficient (LEP) Student Program: |
| Instructor Support: Academic coaches at the sites will provide instructional support dedicated to ELD scaffolding to each grade level a minimum of one hour per work day. Coach support will focus on: <ul style="list-style-type: none"> • Content and Language Objectives • Linguistic Frames • Graphic Organizers • Academic Language Scaffolding | Coaches – provide instructional support 07/01/2015 -06/30/2018 | Salary and benefits No extra funding required | Title 1 Lottery LCAP |
| Language Assessments: Language Assessments will be distributed to teachers by coaches one month before assessment is due for focus on the desired function, administered to students as described in the district assessment plan, discussed during site and district PLC's, and used to modify instruction. | Assistant Superintendent -monitor process Director of Curriculum and Instruction ELD Coordinator -ensure assessments are ready for presentation Site Coaches and Administrators -ensure training on function desired Teachers -instruct and practice function 08/15-07/18 | | |
| Staff Development for focused ELD: Continue coaching/training for | ELD Coordinator, TOSA | \$12,971 Thinking | LCAP |

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| <p>instructional staff and administrators. Schedule and/or provide professional development in group lectures, online services, workshops, or through a coaching model. Resources will include but are not limited to:</p> <ul style="list-style-type: none"> • “The Focused Approach to Frontloading” • “The Focused Approach to Systematic ELD” • “Write from the Beginning” • “Thinking Maps” – Online Community Professional Development • “Classroom Instruction that Works” • Effect Size study results identified through Strategic Schooling as studied by Marzano and Hattie through staff development consultant Dennis Parker with Strategic Schooling. • ELA/ELD Framework • ELD Standards | <p>- conduct needs-based staff development</p> <p>Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator TOSA Site Coaches -Provide instructional support</p> <p>07/01/2015 - 06/30/2018</p> | <p>Maps Community Professional Development</p> <p>\$36,000</p> | <p>LCAP</p> |
| <p>Professional development in writing instruction: Site administrators, classroom teachers, and coaches will participate in professional development supplemental to adopted curriculum and Common Core aligned supplemental instructional units Professional Development and Materials</p> <p>\$12,000 training \$36,000 materials</p> | <p>Assistant Superintendent – contract with trainers and purchase materials from Write from the Beginning and Beyond</p> <p>Director of Curriculum and Instruction ELD Coordinator TOSA -Provide instructional support</p> <p>08/2015 – 06/30/16</p> | <p>\$48,000</p> | <p>LCAP</p> |

| Professional development in mathematics instruction: Site administrators, classroom teachers, and coaches will participate in professional development relative to the implementation of the State Board adopted math curriculum, universal access components related to ELs, and any supplementary math materials. | Director of Curriculum and Instruction - contract with trainer Director of Curriculum and Instruction ELD Coordinator TOSA -Provide instructional support 07/01/2015 - 06/30/2016 | 12,000 | LCAP |
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| Professional development for administrators: District and site administrators will be trained to use the "Thoughtful Classroom" Walkthrough tool with an emphasis on elements for monitoring and providing feedback for use of materials and instructional delivery strategies for English Learners in order to monitor full implementation of the ELD program on a weekly basis through classroom observation. | Assistant Superintendent | No additional cost | |
| Performance Goal 2E: Parent and Community Participation Provide materials and workshops to parents of English learners to familiarize with expectations and rigor of Common Core and state standards and to engage in the school community in a welcoming manner. | | | |
| Strategy 1: Parental Participation Promote parental participation in programs for EL's | | | |
| Specific Actions | Persons Responsible Timeline | Estimated Cost | Funding Source |
| Provide hard-copy materials for open house and workshops to familiarize parents with expectations and rigor of Common Core and state assessments using materials provided from PTA, CAASPP website, and other sources | ELD Coordinator Teacher on Special Assignment Site Administrator - prepare materials and present workshops | \$403 | Title III, Limited English Proficient (LEP) Student Program: |

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| Materials and overtime | | | |
| Provide family literacy workshops during summer school \$35 per hour plus benefits Materials | Assistant Superintendent ELD Coordinator Teacher on Special Assignment Migrant Resource Teacher Trained Latino Family Literacy teacher – organize classes | \$2000 | LCAP |
| Registration at annual Bakersfield CAFE conference for Parents | ELD Coordinator – register parents | \$500 | Title III, Limited English Proficient (LEP) Student Program: |
| Strategy 2: Community Participation Promote community participation in programs for EL's | | | |
| Invite community partners to present at workshops and student classes | ELD Coordinator Migrant Coordinator | No cost | |
| Performance Goal 2F: Parental Notifications Continue to meet parent notification requirements | | | |
| Strategy 1: Plans to notify parents of EL's. Develop and implement an LEA-wide plan to meet parent notification requirements under 20 USC 6312 (g) | | | |
| Continue to ensure requirements noted within the district master plan for parent notification are complied with. Update district master plan as required to include: <ul style="list-style-type: none"> • Identification as LEP • Proficiency level information • Program description and method of instruction • Exit requirements • Redesignation information • Parental options | Assistant Superintendent Director of Curriculum and Instruction ELD Coordinator ELD staff | No cost | |

Performance Goal 26: Services for Immigrant Students
Provide enhanced educational opportunities for immigrant students and their families

Strategy 1: Plans to Provide Services for Immigrant Students

Implement standards-based/standards-aligned support including intervention and supplemental materials during extended hours.

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| Extended Hours: Provide extended hour intervention for Immigrant students after school, during intersession, or summer school. Salaries and Benefits | Assistant Superintendent | \$6040 | Title III, Part A Immigrant |
| Parent Information: Ensure parents of immigrants are informed regarding supplemental services and extended day opportunities to support their children. | Assistant Superintendent Community Liaisons at School Sites | No additional cost | LCAP |

Performance Goal 3: Highly Qualified Teachers
Ensure all students are taught by the most highly qualified teachers available.

Strategy 1: Ensure that all students, especially poor and minority students, are taught by highly qualified teachers.

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| Hire Director of Human Resources to focus on personnel and personnel training. Seek most highly qualified applicants for hire. | Superintendent | 150,077 | LCAP |
| Attend job fairs and post positions to attract highly qualified teachers with a focus on CLAD and BCLAD personnel as Arvin is outside the boundaries of a major city this is a critical step to attract qualified applicants. | Assistant Superintendent Director of Human Resources | 4000 | 0000 |
| Monitor certification as required and determine placement based on qualifications including CLAD, BCLAD, single subject, multiple subject, subject area competency, and Special Ed or | Director of Human Resources | No additional cost | |

| | | | |
|--|--|------------------------------|------------------|
| specialist credentials. | | | |
| Facilitate BTSA and Intern program completion for 1 st and 2 nd year teachers. | Assistant Superintendent Director of Student Services Director of Human Resources BTSA Coordinator | | LCAP |
| Class size reduction Employ teachers at each elementary for class size reduction grades 4-6. | Superintendent Assistant Superintendent Director of Human Resources | 153,611 Additional salary | Title II 0000 |
| Provide ongoing professional development through workshops, outside consultants, and instructional coaches in target areas including: <ul style="list-style-type: none"> • Common Core aligned reading strategies at grade level rigor • Writing using "Write from the Beginning • Implementation of adopted math program and mathematical practices • English Language Development strategies • Using formative assessment data to drive instruction • AVID organizational strategies • Collaboration and engagement strategies • Higher order thinking | Superintendent Assistant Superintendent Director of Human Resources Director of Curriculum and Instruction Principals TOSA's and Site Coaches | 300,000 | LCAP |
| Performance Goal 4: Safe Drug Free Learning Environment | | | |
| Ensure all students are able to attend schools which are safe, drug - free learning environments. | | | |
| Strategy 1: Ensure that all students, especially poor and minority students, are taught by highly qualified teachers. | | | |
| Implementation of PBIS at all schools with training to continue at Haven Drive and begin at the elementary schools. | Director of Student Services | 20,000 | LCAP |

| | | | |
|---|--|---------|------|
| Continue with Safe School Ambassadors and training at all sites. | After School Coordinator Pre-school coordinator | 3000 | LCAP |
| Monitor suspensions and expulsions for patterns and ensure Social Workers at each site and Mental Health personnel at Haven Drive target students of need | Director of Student Services | 190,000 | LCAP |
| Continue to expand the culture of a College Readiness System through AVID | Assistant Superintendent AVID District Directors Site Principals | 80,000 | LCAP |

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

| Federal Programs | | State Programs | |
|------------------|--|----------------|--|
| X | Title I, Part A | N/A | EIA – State Compensatory Education |
| X | Title I, Part B, Even Start | N/A | EIA – Limited English Proficient |
| X | Title I, Part C, Migrant Education | | State Migrant Education |
| | Title I, Part D, Neglected/Delinquent | | School Improvement |
| X | Title II, Part A, Subpart 2, Improving Teacher Quality | X | Child Development Programs |
| | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| X | Title III, Limited English Proficient | | Gifted and Talented Education |
| X | Title III, Immigrants | X | Gifted and Talented Education |
| | Title IV, Part A, Safe and Drug-Free Schools and Communities | | Tobacco Use Prevention Education (Prop 99) |
| | Title V, Part A, Innovative Programs – Parental Choice | | Immediate Intervention/ Under performing Schools Program |
| | Adult Education | | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Career Technical Education | | Tenth Grade Counseling |
| | McKinney-Vento Homeless Education | X | Healthy Start |
| X | IDEA, Special Education | | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| | 21 st Century Community Learning Centers | | Other (describe): |
| | Other (describe): | | Other (describe): |
| | Other (describe): | | Other (describe): |

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|---|--------------------------------------|--|---|---|
| Title I, Part A | 0 | 1,784,688 | 1,056,616.11 | 59.2% |
| Title I, Part B, Even Start | 0 | 47,072 | 30,022.65 | 63.78% |
| Title I, Part C, Migrant Education | 0 | 665,525 | 383,970.66 | 57.69% |
| Title I, Part D, Neglected/Delinquent | 0 | 0 | | |
| Title II Part A, Subpart 2, Improving Teacher Quality | 0 | 186,276 | 186,276 | 100% |
| Title II, Part D, Enhancing Education Through Technology | 0 | | | |
| Title III, Limited English Proficient | 0 | 201,203 | 47,996.73 | 23.85% |
| Title III, Immigrants | 0 | 16,676 | 6195.93 | 37.15% |
| Title IV, Part A, Safe and Drug-free Schools and Communities | 0 | 0 | | |
| Title V, Part A, Innovative Programs – Parental Choice | 0 | 0 | | |
| Adult Education | 0 | 0 | | |
| Career Technical Education | 0 | 0 | | |
| McKinney-Vento Homeless Education | 0 | 0 | | |
| IDEA, Special Education | 598.74 | 605,339 | 592,667 | 97.90% |
| 21 st Century Community Learning Centers | 0 | | | |
| Other (describe) | | | | |
| TOTAL | | | | |

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

| Categories | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|--|---|---|--|---|
| EIA – State Compensatory Education | N/A | | | |
| EIA – Limited English Proficient | N/A | | | |
| State Migrant Education | 0 | | | |
| School and Library Improvement Block Grant | 0 | | | |
| Child Development Programs | 0 | | | |
| Educational Equity | 0 | | | |
| Gifted and Talented Education | 0 | | | |
| Tobacco Use Prevention Education – (Prop. 99) | 0 | | | |
| High Priority Schools Grant Program (HPSG) | 0 | | | |
| School Safety and Violence Prevention Act (AB 1113) | 0 | | | |
| Tenth Grade Counseling | 0 | | | |
| Healthy Start | 0 | | | |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) | 0 | | | |
| Other (describe) | | | | |
| TOTAL | | | | |

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.

SIGNATURE PAGE

Michelle McLean
Print Name of Superintendent

Michelle McLean
Signature of Superintendent

6/23/15
Date