



CALIFORNIA
DEPARTMENT OF
EDUCATION

JACK O'CONNELL
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

October 14, 2009

Jerelle Kavanagh, Superintendent
Arvin Union Elementary School District
737 Bear Mountain Boulevard
Arvin, CA 93203

Dear Superintendent Kavanagh:

At its September 2009 meeting, the State Board of Education (SBE) adopted a reporting template for local educational agencies (LEAs) in Program Improvement (PI) Year 3 receiving intensive technical assistance.

The template consists of Parts I and II. Part I (A) requires the district to document the status of implementation of Corrective Action 6, which includes the assignment of curriculum adoption and materials-based professional development by the SBE. In Part I (B), the district is required to document the ongoing progress towards full implementation of the District Assistance and Intervention Team (DAIT) recommendations. The recommendations from your DAIT are included for your use. Your district's specific action steps taken each quarter will need to be included in these reports.

Part II provides the SBE with more detailed information regarding data collection and the use of formative or benchmark assessments in the district. The percent proficient for each significant subgroup is provided for your convenience. Please indicate which district assessments are used by each subgroup and complete the other fields as indicated on the template. Note that your district is not expected to initiate new formative assessment activities but are asked only to report on current use of curriculum embedded assessments, other assessments, and district measures to track student achievement. All completed templates are to be submitted to the California Department of Education (CDE) quarterly beginning December 15, 2009, for CDE staff to report to the SBE at their January 2010 meeting. Please work with your DAIT provider to complete the enclosed templates.

Below is the schedule for submitting your district's Part I and Part II reports, each of which should cover the preceding quarter:

- December 15, 2009
- March 15, 2010

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- July 15, 2010
- November 15, 2010
- February 1, 2011
- May 2, 2011

To report your data to the CDE for submission to the SBE, please send your data electronically to LEAP@cde.ca.gov.

If you have any questions regarding this subject, please contact Larry Boese, Education Programs Consultant, District Improvement Office, at 916-319-0257 or by e-mail at LBoese@cde.ca.gov.

Sincerely,

Fred Balcom, Director
District and School Improvement Division

FB:ss
Enclosure

cc: Kathy Caric, DAIT Lead, Kern County Office of Education

California Department of Education
Template for Documentation of Local Educational Agency in Program Improvement Corrective Action
with Intensive Technical Assistance
Part I (A): Template for Documentation of Implementation of Corrective Action 6

Corrective Action 6	Status Report on Actions Taken to Implement
<p>Local Educational Agency (LEA) implementation of State Board of Education-adopted/standards aligned core and intervention materials ensuring full implementation in every classroom.</p> <ul style="list-style-type: none"> • English/Reading-language Arts • Mathematics 	<p>The Local Education Agency (LEA) is implementing the 2001-2002 SBE adopted core instructional programs and materials in English Language Arts, including strategic intervention materials. The district is currently using Houghton Mifflin (2001-02) for all K-5 teachers and Prentice Hall for grades 6-8, including ancillary materials for universal access. The district is implementing systematic intensive level intervention to grades 4-8 students indentified as two or more years below grade level. Currently, these students are using High Point by Hampton Brown.</p> <p>All students in grades 4-8, including ELs and SWDs, are given a grade level diagnostic assessment at the end of each school year to screen for intervention needs. Those students that place below 65% on this assessment are placed in intensive intervention, where they take the High Point Diagnostic Placement Inventory to determine placement level in the program. Students scoring 80% or higher on the end of level assessment are exited or regrouped into the strategic intervention program. To qualify for strategic intervention, students that score below 79%, but greater than 65% on the Diagnostic Placement Inventory will receive 30 additional, targeted minutes of instruction using Universal Access. Students are eligible to exit strategic intervention if they score benchmark or above on the 6-8 week theme assessments.</p> <p>Currently there are 79 students in High Point Intervention at grade 4, at grade 5. At grade 6, there are 123 students in High Point. At grade 7, there are 93 students, and grade 8 has 94 students.</p> <p>Selection of the new 2007-08 state adopted ELA textbooks for grades K-8 was completed in December of 2009 and will go to the Board for approval on December 15, 2009. The selected textbooks are as follows:</p> <ul style="list-style-type: none"> •RLA K-6 California Treasures by Macmillan-McGraw-Hill •RLA 7-8 California Treasures by Glencoe-McGraw-Hill •RLA Intervention 4-8 Inside Language, Literacy and Content <p>Implementation of new materials to begin as early as August of 2010, providing that funds are available.</p> <p>The Local Education Agency (LEA) has implemented the 2007-08 SBE adopted core instructional programs and materials in mathematics, which is Harcourt Brace for K-6 teachers and McDougal-Littell Course 2 for grade 7 and Algebra 1 or Algebra Readiness for grade 8. Teachers fully implement the Kaplan Momentum Math-SBE adopted intensive level intervention program, along with core, for students identified as being two or more grade levels below in grades 4-8. Core ancillary materials are used for strategic intervention.</p>

There are 400 grade 4-8 students in Momentum Math, along with their core textbook. The following includes the entry and exit criteria for the intensive intervention program:

- All students in grades 4-6, including ELs and SWDs, take the diagnostic assessment (Momentum Math Volume 1 Pre-Test)
- For intensive intervention: Students scoring below 65%, scoring FBB or BB on the CST math test and placing into intensive on the End of Year Benchmark or by teacher recommendation, are placed according to their Momentum 1 Volume 1 analysis.
- Math intervention for grades 4-6 is an additional 15 minutes beyond core instruction
- To exit intensive intervention, students must score 51% or higher on the Momentum Math exit test.

Students who score between 66-79% on the diagnostic assessment and are BB or B on the CST and strategic on the End of Year benchmark, and/or by teacher recommendation, qualify for strategic math intervention. These students receive targeted instruction using the Momentum Math program for 15 additional minutes above the core program. The results of the placement test are used to determine the correct level of student placement into the program. Students may exit strategic intervention by scoring 81% or higher on the Momentum Math Volume 1 post-test.

Students who score 80% or higher on the diagnostic assessment and are proficient or advanced on the CST, and benchmark on the End of Year assessment, use the core textbook with those assessments and work on problem solving skills and enrichment activities using the core ancillary materials for an additional 15 minutes beyond the core.

At grades 7-8, all students, including ELs and SWDs, take the Math Diagnostic Testing Project Readiness Assessment (MDTP).

For grade 7, students who score below 25% and are FBB or BB on the CST, and are intensive on the End of Year Benchmark or by teacher recommendation, are identified for Momentum Math. Those students then take the Momentum Math entry assessment and are placed in the program by the inventory analysis.

Students must score 41% or higher on the Momentum Math exit assessment to exit the intensive intervention program. Intensive math intervention for grade 7 is an additional 30 minutes beyond core math instruction.

In grade 7, students who score 26-49% on the Readiness Test and are BB or B on the CST and strategic on the End of Year Benchmark, and/or by teacher recommendation, are placed in math intervention elective for an additional 30 minutes beyond the core curriculum, using the extra support ancillary materials. Students who score 50% or higher on the Readiness Test, exit strategic intervention. Benchmark math students in grade 7 that score 50% or higher on the Readiness Test and are proficient or advanced on the CST, are placed in the McDougal-Littell Course 2 core program.

For students entering grade 8, an algebra readiness test is given in the spring. The results of this assessment, along with three years of CST Math scores, and the End of Year benchmark scores, are used to place students in the appropriate math class.

- Students scoring 75-100%, are in core Algebra.
- Students scoring 50-74% are in Algebra and receive an extra period of core instructional support every other day.
- Students scoring 26-49% are in Algebra Readiness, with an extra period of instruction every other day,

using the ancillary basic skills support books. There are currently 130 students in strategic intervention.

- Students below 26% are in Algebra Readiness with an extra period of math instruction daily using the ancillary basic skills support books. There are currently 60 students in intensive intervention.

MARCH 15, 2010 PROGRESS REPORT

- Local board approved purchase on 12/15/09 of grades 6-8 2008 ELA core materials to be implemented in 2010-11.
- *California Treasures*: grades 6-8
- Current 2002 adoption is fully implemented.
- Local board approved purchase on 12/15/09 of 2008 ELA intensive intervention materials for grades 4-8 to be implemented in 2010-11.
- *Inside Language, Literacy and Content*.
- Current 2002 *High Point* is substantially implemented.
- No new information regarding Math Core or Math Intervention Materials Adoptions.

JULY 15, 2010 PROGRESS REPORT

- *California Treasures* materials for grades 6-8 core ELA have been purchased and distributed to all sites.
- Current Houghton Mifflin adoption for Grades K-5 is fully implemented.
- *Inside Language, Literacy, and Content* Intensive Intervention 2008 adoption materials for grades 4-8 have been purchased and distributed to all sites.
- No new information regarding Math Core or Math Intervention Materials Adoptions.

NOVEMBER 15, 2010 PROGRESS REPORT

- 2008 adoption of *California Treasures* materials for grades 6-8 core ELA is currently substantially implemented. The writing prompts have been revised to be more rigorous and better reflect state standards.
- 2008 adoption of *Inside Language, Literacy, and Content* Intensive Intervention materials for grades 4-8 are substantially implemented. The District is holding quarterly meetings with teachers to review assessments and pacing.
- Current 2001 adoption of Houghton Mifflin for Grades K-5 ELA is fully implemented at all sites with fidelity. Prior to the commencement of the 2010-11 school year, strategic intervention was a focus of improvement for the District. Due to the intense work of the District and teachers in professional development and professional learning communities, and based on classroom walkthroughs, the District is now seeing strategic intervention at the substantial level.
- No new information regarding Math Core or Math Intervention Materials Adoptions.

	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The District is currently preparing to purchase in February, 2011, the 2008 ELA adoption of <i>California Treasures</i> for grades K-5, with full implementation scheduled for August, 2011. <p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The District purchased the 2008 ELA adoption of <i>California Treasures</i> for grades K-5, and is beginning to distribute textbooks to the school sites. Full implementation scheduled for August, 2011. <p>SEPTEMBER 16, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The 2008 ELA adoption of <i>California Treasures</i> for grades K-5 is substantially implemented. The District is currently revising its report cards, benchmark assessments and writing prompts to reflect the standards based instruction and rigor of the program.
<p>LEA implementation of materials-based professional development for teachers and administrators in the adopted materials in use in schools.</p>	<p>The district has a Professional Development Master Plan for teachers and administrators. It includes a professional development matrix that records all trainings completed by district staff. The matrix is updated by the ELD and math coordinators and reviewed monthly by the Director of Student Services. The matrix is posted on the district SharePoint site for all staff to view. The matrix includes approved activities for the SB 472 practicum hours.</p> <p>The district uses a Professional Development Goal Plan to meet with teachers that have not shown progress in professional development trainings. A course of action is developed between individual teachers and the Director of Student Services to increase attendance in these trainings.</p> <p>The LEA offered three 5-day sessions of both SB 472 math for the 2007-08 state adopted series and ELPD training in summer of 2009. These sessions were open to both administrators and teachers. Currently, the following trainings have been completed:</p> <p>Site Administrators:</p> <ul style="list-style-type: none"> •AB 75/430: 100% •SB 472/ RLA or Instructional Materials Based Professional Development: 100% (Houghton-Mifflin) •ELPD: 100% •SB 472/Math: 90% (2007-08 adoption series) <p>Teachers:</p> <ul style="list-style-type: none"> •SB 472/ RLA or Instructional Materials Based Professional Development: 72% •ELPD: 31% •SB 472/Math: 32% <p>The LEA is working with the DAIT Lead team to provide further sessions of training during the 2009-2010 school year. To address the need for increased teacher attendance, the district is working with the county schools office to provide 3-day SB 472 training sessions in all the curricular areas. This will include a two day follow-up, in collaboration with the district and the DAIT provider and provided by a knowledgeable and experienced provider.</p>

MARCH 15, 2010 PROGRESS REPORT

- Teachers to attend a 1-day publisher's introduction to 2008 ELA adoption in August, 2010.
- Instructional Materials Professional Development for 2008 ELA, 2007 math and ELPD scheduled for June/July 2010.

JULY 15, 2010 PROGRESS REPORT

- 75% of teachers have completed the Instructional Materials Professional Development for *California Treasures* Grades 6-8.
- 78% of teachers have completed or are in training for the Math Instructional Materials Professional Development.
- 100% of teachers have completed the Professional Development for *Inside* Intensive Intervention grades 4-8.
- 84% of teachers have completed Instructional Materials Professional Development for ELPD.
- Remaining teachers will be trained by January, 2011 in ELA, Math, *Inside* and ELPD.

NOVEMBER 15, 2010 PROGRESS REPORT

- 80% of teachers have completed the Instructional Materials Professional Development for *California Treasures* Grades 6-8. The District is working to build its capacity to become a trainer of trainers for the California Treasures professional development. It is working with the DAIT/COE to complete this instructional materials professional development. The goal of the District is that 100% of staff will be trained by May, 2011 (revised time line).
- 85% of teachers have completed training for the Math Instructional Materials Professional Development. The District has scheduled two trainings, one for K-3, the other for 4-6, beginning in December, 2010, and concluding in January, 2011. By the end of January, 2011, 100% of teachers will have completed 40 hours of the IMPD in mathematics.
- 100% of teachers have completed the Professional Development for *Inside* Intensive Intervention grades 4-8.
- 84% of teachers have completed the English Learner Professional Development. The District has scheduled two trainings, one for elementary the other for secondary teachers, beginning in November, 2010, and ending in January, 2011. By the end of January, 2011, 100% of the teachers will have completed the ELPD.

FEBRUARY 1, 2011 PROGRESS REPORT

- 100% of teachers have completed training or are in training for the Math Instructional Materials Professional Development. This will be finished by January 27, 2011. The District will have one remaining teacher in training, who is currently out on medical leave.
- 100% of elementary teachers will have completed the English Learner Professional Development by January 13, 2011. 97% of secondary teachers will be completed by January 13, 2011. The District

has 1 remaining secondary teacher who requires this training, also out on medical leave.

MAY 2, 2011 PROGRESS REPORT

- Five district staff members will be certified trainer-of-trainers in the *California Treasures* Instructional Materials Professional Development by June 1, 2011. Two options of training dates have been scheduled for K-5 teachers: June 28-30 and July 18-20, 2011. 100% of staff will be trained by December, 2011.
- 100% of teachers have completed the Math Instructional Materials Professional Development.
- 100% of teachers have completed the English Learner Professional Development.

SEPTEMBER 16, 2011 PROGRESS REPORT

- **80% of the District's teachers have been trained in the *California Treasures* Instructional Materials Professional Development offered in two sessions during the summer of 2011.**
- **The remaining 17 teachers will be provided the Professional Development before December, 2011, by the district's trainer-of-trainers.**

LEA implementation of nine Essential Programs Components (EPCs) for instructional success in underperforming schools including interventions and supports for English learners (ELs), students with disabilities (SWDs), and other high priority students.

1. Standards aligned Curriculum:

RLA/ELD Instruction

The district provides to all K-5 students, including ELs and SWDs, the Houghton Mifflin SBE 2001-02 state adopted core instructional programs and materials for English/Reading Language Arts, including ancillary materials for strategic interventions. For the students in grades 6-8, the Prentice Hall SBE 2001-02 state adopted core instructional program materials in English/Reading Language Arts, including strategic interventions are used.

Universal access is used to differentiate instruction for strategic and benchmark students as part of the core instructional minutes. To incorporate universal access time, an additional 30 minutes of ELA uninterrupted time was added to the daily schedule. Ancillary materials are used during universal access time to focus on individual student needs.

Any student, including ELs and SWDs identified for intensive intervention (2 or more years below grade level) in grades 4-8, is placed in the High Point program for RLA for core instruction. SWDs in grades 4-8 as appropriate and required by their IEPs, may use Corrective Reading for core instruction.

ELs use the EL ancillary support book from the core program to support English Language Development, as well as daily ELD instruction. For K-5 students, the ELD program is Avenues by Hampton/Brown and for students in grades 6-8, High Point by Hampton/Brown is used. For K-5 SWDs, Avenues is used for ELD instruction. For SWDs in grades 6-8, English Now by Litt-Conn. is used. Students are placed in an appropriate ELD program using data from the CELDT test and Avenues and High Point Placement tests, as appropriate.

Selection of new 2007-08 adopted ELA textbooks for grades K-8 was completed in December, 2009 and will be taken to the Board on December 15, 2009. Implementation of new materials will begin as early as August, 2010, provided funding is available.

Mathematics Instruction

The district provides to all K-6 students, including ELs and SWDs, the Harcourt Brace 2007-08 SBE state adopted core instructional programs and materials for mathematics, including ancillary materials for strategic interventions. The Momentum Math program is used for students in grades 4-8 for intensive intervention support. For the teachers in grade 7, the McDougal-Littell Course II 2007-08 SBE state adopted core instructional program materials in mathematics, including ancillary materials for strategic interventions are used. At grade 8, the McDougal-Littell Algebra I or Algebra Readiness is used.

The district developed an intervention program to include both intensive and strategic options based on student need. The plan was disseminated to all staff, and all instructional personnel were trained in early January, 2009. Interventions were implemented at the end of January, 2009.

MARCH 15, 2010 PROGRESS REPORT

1. The district has substantially implemented, with fidelity, the current ELA and math adoptions, including intervention programs. Grades 6-8 core and 4-8 2008 ELA intervention to be implemented for 2010-11.

JULY 15, 2010 PROGRESS REPORT

- EPC 1. District administration and the DAIT conducted a review of the evidence of implementation of EPC 1 in April, 2010. It was determined that strategic intervention is partially implemented, with fidelity, in ELA and is substantially implemented in Math. Grades 6-8 core and grades 4-8 intervention for 2008 ELA adoption to be implemented in August, 2010.

NOVEMBER 15, 2010 PROGRESS REPORT

- EPC 1: Strategic intervention for ELA was a priority at the commencement of the 2010-11 school year. Due to professional development and collaboration of teachers and, based on district walkthroughs, strategic intervention in grades K-3 is now substantially implemented. Grades 4-8 will now be the District's focus. This work has begun by adding a third hour of core ELA strategic intervention at the middle school for both 7th and 8th grade students. Strategic intervention in Math continues to be substantially implemented.
- The ADEPT assessment has been added to guide the instruction of ELL learners. 100% of staff have been trained in how to administer ADEPT.
- A second period of Math has been added at the middle school to help support students to become proficient in Algebra.

FEBRUARY 1, 2011 PROGRESS REPORT

- EPC 1. The district has provided a series of professional development opportunities for grades 4-8 teachers on the implementation of UA during ELA. Evidence from districtwide classroom walkthroughs indicates that UA during ELA is now substantially implemented in grades 4-6 and partially implemented in grades 7-8.

MAY 2, 2011 PROGRESS REPORT

- EPC 1. Through continued monitoring from the district during classroom walkthroughs, the district determined that UA in grades 7-8 continues to be partially implemented. Therefore, the district made a change in administration at the junior high to better support its shift to a more intensive instructional focus.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC 1. The District has continued monitoring the junior high and has determined that UA in grades 7-8 is now more substantially implemented.
- Math intervention in grades 4-8 will be a District focus in 2011-12.

2. Instructional Time:

The district has school schedules that ensure all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level, as outlined in the 2007 California State Framework for English RLA.

- Grade K: 1.5 hours daily including 30 minutes of UA for strategic/ benchmark/enrichment students
- Grades 1-3: 3.0 hours daily including 30 minutes of UA for strategic/ benchmark/enrichment students
- Grades 4-6: 2.5 hours daily including 30 minutes of UA for core/strategic/benchmark/enrichment students
- Grades 4-6: 2.5 hours daily including 30 minutes of UA for out of core intensive intervention students
- Grades 7-8: 1 to 2.0 hours daily including 30 minutes of UA for core/strategic/benchmark/enrichment students
- Grades 7-8: 1 to 2.0 hours daily, including 30 minutes of UA for out of core intensive intervention students

ELD Instructional time:

- Grades K-8: 30-45 minutes daily of ELD instruction based on placement tests in ELD curriculum.

The district has school schedules that ensure all grades have the appropriate time allocation, including strategic intervention time for their respective grade level, as outlined in the 2007 California State Framework for mathematics

- Grade K: 30 minutes daily
- Grades K-3: 15 additional minutes daily using core ancillary materials for benchmark/strategic students
- Grades 1-8; 60 minutes daily or one period daily
- Grades 4-6: 15 additional minutes daily in Momentum Math for intensive intervention students
- Grades 7-8: 30 additional minutes daily for intensive intervention students
- Grades 7-8: 30 additional minutes every other day for strategic intervention students.

MARCH 15, 2010 PROGRESS REPORT

2. District implemented a 3rd hour for ELA intensive intervention in grades 7-8 in 1/2010. Instructional time is fully implemented for ELA and math in the district.

JULY 15, 2010 PROGRESS REPORT

- EPC 2. No new information.

NOVEMBER 15, 2010 PROGRESS REPORT

- EPC 2: A second period of Math for 52 minutes has been added at the middle school to support students to become proficient in Algebra, and to move proficient Algebra students in 8th grade into Geometry.
- A third hour of core strategic intervention has been added at the middle school for 7th and 8th grade

	<p>students in ELA.</p> <ul style="list-style-type: none">•The District continues to implement the appropriate instructional time for ELA and Math which is fully implemented. <p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none">•EPC 2. No new information. <p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none">•EPC 2. No new information. <p>SEPTEMBER 16, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none">•EPC 2. The District continues to implement the appropriate instructional time for ELA and Math which is fully implemented. <p><u>3. Instructional Leadership:</u></p> <p>The district validates that site administrators have completed the following trainings:</p> <ul style="list-style-type: none">•AB 75/430: 100%•SB 472/ RLA or Instructional Materials Based Professional Development: 100%•ELPD: 100%•SB 472/Math: 90%•RTI: 92% of all district administrators <p>All current site administrators will complete the SB 472 Instructional Materials Based Professional Development 40 hour training for the newly adopted 2007-08 RLA textbooks, once they are purchased and implemented and the trainings are available.</p> <p>The one remaining site administrator will complete the SB 472 Instructional Materials Based Professional Development 40 hour training for the newly adopted and implemented 2007-08 mathematics textbooks by August, 2010.</p> <p>MARCH 15, 2010 PROGRESS REPORT</p> <p>3. 100% of site administrators now trained in Rti in addition to AB 75/430, ELPD, current ELA adoption, 90% for 2007 math. Ongoing training in principal leadership provided by DAIT and district.</p> <p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none">•EPC 3. No new information. <p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none">•EPC 3: 100% of site administrators will have completed instructional material professional development in Math by January, 2011.
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FEBRUARY 1, 2011 PROGRESS REPORT

- EPC 3. The one site administrator, who remains to be trained, is scheduled to attend the IMBPD for the 2007 math adoption (secondary level) beginning on January 28, 2011. The training will be completed by February 28, 2011.

MAY 2, 2011 PROGRESS REPORT

- EPC 3. The district has made a change in administration at the junior high to provide a more intensive focus on instruction.
- 100% of all district administrators have completed the Math Instructional Materials Professional Development.
- 100% of all district administrators have been trained in Rtl.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC 3. **The District has contracted with the County Superintendent of Schools, its DAIT provider, to supply coaches for all of its site administrators. Bi-monthly visits are held, and progress reports are being submitted to the superintendent.**

4. Teacher Professional Development:

The Arvin Union School District currently employs 100% of Highly Qualified Teachers in the district under Title II.

Teachers have received training in the following:

- SB 472/ RLA or Instructional Materials Based Professional Development for Houghton Mifflin 2001-02 adoption: 72%
- ELPD: 31%
- SB 472/Math or Instructional Materials Based Professional Development for the 2007-08 adoption for K-8: 32%

The LEA is working with the DAIT Lead team to provide further sessions of training during the 2009-2010 school year. To address the need for increased teacher completion, the district is working with the county schools office to provide 3-day SB 472 training sessions in all the curricular areas, including ELPD. This will include a two day follow-up collaboratively organized by the district and the DAIT provider, to ensure the required hours are met.

The district provides the following to support professional development:

- a. Bi-weekly collaboration time is provided to teachers to review and discuss student achievement results to plan and adjust instruction. Special education teachers meet one time per month with one another and also with grade level or content area teachers.
- b. Teachers have been trained in the use of universal access including the use of ancillary support materials.
- c. Teachers have received training in specific researched based strategies appropriate for SWDs and ELs, including content and language objectives, linguistic frames, graphic organizers, and academic language

scaffolding.

d. Due to budget restraints and the reduction of one coach per site, the district has made the following adjustments to support staff:

- Use the coaching cycle to provide in-classroom support
- In addition to the coaching cycle, teachers or site administrators, through their classroom observations, may request additional support
- The district fully implements the BTSA support provider program for all new staff that qualify
- The district uses the UCLA Teacher Observation Protocol to support in-classroom instruction with sites debriefing to learn together and make instructional adjustments
- The ELD and math coordinators provide model lessons and present professional development trainings on district priorities
- Two days of professional development is given each August prior to the beginning of school

e. The district consolidated its data reporting system, OARS, to include grades K-8. All staff has received training in this district wide data system

f. The district offers support to sites requesting further assistance in the use of prescriptive tools for modeling of best practices.

MARCH 15, 2010 PROGRESS REPORT

EPC 4.

- 100% HQT.
- 72% of teachers have completed Instructional Materials PD for 2002 ELA adoption.
- 60% of teachers have completed ELPD.
- 32% of teachers have completed Instructional Materials PD for 2007 math adoption.

JULY 15, 2010 PROGRESS REPORT

EPC 4.

- 75% of teachers have completed Instructional Materials Professional Development for 2008 *California Treasures*, Grades 6-8.
- 78% of teachers have completed Instructional Materials Professional Development for 2007 Math.
- 100% of teachers have completed Instructional Materials Professional Development for 2008 *Inside*, Grades 4-8 intensive intervention.
- 84% of teachers have completed Instructional Materials Professional Development for ELPD.

NOVEMBER 15, 2010 PROGRESS REPORT

- EPC 4: 80% of teachers have completed the Instructional Materials Professional Development for 2008 ELA *California Treasures*, Grades 6-8. The District is working to build capacity to become a trainer of trainers in the *California Treasures* professional development. 100% of our staff will be trained by May, 2011.
- 85% of teachers have completed Instructional Materials Professional Development for 2007 Math. The

District has arranged two sections, one for K-3, the other for 4-6 beginning in December, 2010, and concluding in January, 2011. 100% of staff will have completed 40 hours of IMPD in mathematics by January, 2011.

- 100% of teachers have completed Instructional Materials Professional Development for the 2008 *Inside, Grades 4-8 Intensive Intervention*.
 - 84% of teachers have completed the English Learner Professional Development. The District has arranged two sections, one for elementary, the other for secondary, beginning in November, 2010, and concluding in January, 2011. 100% of District staff will have completed the ELPD by January, 2011.
 - The ADEPT Assessment was put into place in August, 2010. This assessment helps guide ELD instruction for our English Language Learners. 100% of the K-6 staff implementing this assessment have been trained.
 - Teachscape*, on demand individual and collaborative professional development, which includes research-based, standards-aligned materials, was purchased by the District in October, 2010. 100% of district staff, including 100% of the administrative staff, have been trained in its use. *Teachscape* also includes an electronic walkthrough monitoring tool, which the district is developing to provide faster data results following both district and principal walkthroughs.
- Other areas of teacher professional development provided since July, 2010:
- Standards Plus*: Research-based, standards-aligned 12-minute daily lessons to ensure students master specific content standards.
 - Universal Access
 - UNRAAVEL strategies
 - CELDT: Aligning instruction to improve student language proficiency.

FEBRUARY 1, 2011 PROGRESS REPORT

- 100% of teachers have completed or are in training for the Instructional Materials Professional Development for 2007 Math. The District has one teacher in training, who is currently out on medical leave.
- 100% of elementary teachers have completed the English Learner Professional Development. 97% of secondary teachers have completed the ELPD. There is 1 remaining secondary teacher who needs to complete the training, also out on medical leave.
- Although at this time there is no quantifiable data to evaluate the effectiveness of the *Standards Plus* Program, teachers in general have reported having a more precise appraisal of student progress toward mastery of the standards being taught since implementing the program. The District is expanding *Standards Plus* to core ELA classes at the Junior High and to sixth grade in January, 2011.

MAY 2, 2011 PROGRESS REPORT

- EPC 4. 100% of teachers have been trained in the 2007 Math Instructional Materials Professional Development and the English Learner Professional Development.
- Data from the weekly *Standards Plus* assessments show a 3-6 point growth in the mastery of standards proficiency in students grades 2-8.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC 4. 100% of teachers received professional development in the extended use of **Standards Plus in August, 2011.**
- 80% of the District's teachers have been trained in the 2008 *California Treasures* Instructional Materials Professional Development.
- Other areas of teacher professional development: **CELDT strategies, ELD differentiation, student engagement, building positive relationships.**

5. Student Achievement Monitoring System:

In August of 2009, the district implemented OARS, an electronic, district-wide data management system to uniformly administer, score and analyze student achievement data in a timely manner. The common curriculum embedded/formative assessments are given every 6-8 weeks as defined by the grade level pacing guides. Teachers have been trained on the use of the data system, and are able to collect, disaggregate and determine student placement and diagnosis of student needs. All assessment data, including formative, curriculum embedded, and summative, is available to district and site administrators, coordinators and teachers. Time is scheduled on a bi-monthly basis for teachers to collaborate and identify student needs, and to design instruction and intervention lessons.

MARCH 15, 2010 PROGRESS REPORT

5.

- District provided follow-up training in OARS data management system in 3/2010.
- Student achievement monitoring system is substantially implemented.

JULY 15, 2010 PROGRESS REPORT

EPC 5.

•New benchmark assessments for 2008 ELA core and intensive intervention adoptions will be in place by August, 2010.

NOVEMBER 15, 2010 PROGRESS REPORT

- EPC 5: Benchmark assessments for 2008 ELA core and intensive intervention adoptions are in place and are substantially implemented districtwide.

FEBRUARY 1, 2011 PROGRESS REPORT

- EPC 5. With the implementation of the K-5 2008 California Treasures program in August, 2011, new Pacing Guides with benchmark assessments will be created and in place by implementation.

MAY 2, 2011 PROGRESS REPORT

- EPC5. Teacher representative groups from K-5 are meeting to complete the new pacing guides with benchmark assessments for the 2008 *California Treasures* program. These grade level groups are also working to develop new report card rubrics to align with the curriculum.
- The new pacing guides with benchmark assessments for the 2008 *California Treasures* will be completed and in place by August, 2011.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC5. **The new pacing guides with benchmark assessments for the 2008 *California Treasures* are substantially implemented. Grade level feedback will be accepted at the end of the first trimester should adjustments need to be made.**
- The district's assessment director and academic coaches have developed new report card rubrics along with a parent handbook to align with the new *Treasures* curriculum.**

6. Instructional Assistance:

Instructional assistance to support teachers is provided by academic coaches, coordinators and site administrators. The instructional assistance includes training in best practices, teacher planning and collaboration, student goal setting, progress monitoring, data analysis and intervention placement and monitoring. The coaches and experts assist with the full implementation of the district's current SBE-adopted RLA/ELD and intensive intervention instructional programs to improve student achievement. The district coaches are trained in and knowledgeable about all current adopted curricular programs in the district and work with teachers of all students including SWDs and ELs. The coaches provide in classroom coaching support through modeling of lessons as needed, based upon teacher request or recommendation of the site administrator. The ELD and math coordinators are also available to model lessons and present trainings in use of data for instructional design, and academic coaches use the coaching cycle which includes modeling a lesson, debriefing with teachers, observing a lesson and a second debrief, to train teachers in modifying instruction to meet the needs of all students. District administrators provide leadership professional development to all site administrators ensuring they have the skills to monitor and support the full implementation of the EPCs. This is done on a bi-monthly basis through the Administrative Cabinet meetings. The UCLA Teacher Classroom Walkthrough Protocol has been introduced this year. The protocol is used by the sites to develop a targeted focus and observe and debrief together for developing improved instruction. By consolidating the district's data system in K-8 to OARS, ease of use and interpretation of results has been simplified for all teachers. The district also employs the BTSA program to support new staff.

MARCH 15, 2010 PROGRESS REPORT

6.

- Coaching support for teachers is substantially implemented.

JULY 15, 2010 PROGRESS REPORT

EPC 6.:

- Academic Coach's Log is being updated to refine coaching process to ensure follow-up by principals and to systematize the coaching cycle in the district.

NOVEMBER 15, 2010 PROGRESS REPORT

- EPC 6: The following steps have been taken by the District since the previous report to improve the coaching support for teachers which is substantially implemented:
- The coaching log has been modified to include all actions or conversations taken by the principal or academic coach.
- Bi-monthly collaboration meetings are being held by the District with site administrators to review their action steps and plan for the academic coach and supporting teachers with the greatest need.

FEBRUARY 1, 2011 PROGRESS REPORT

- EPC6. With closer monitoring by the district, and the revision of the coaching logs, the teachers with greatest need are now provided more coaching support.

MAY 2, 2011 PROGRESS REPORT

- EPC6. With focused monitoring by the district, timely coaching support for teachers continues to be provided.
- The district will continue bi-monthly collaboration meetings with the site administrators to ensure substantial implementation of the coaching / walkthrough logs.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC6. Individual meetings with site principals, academic coaches and the assistant superintendent are being held monthly to ensure appropriate support for teachers.**
- Monthly district meetings with all academic coaches and site principals are also being held to look at site data and design support for classroom instruction.**

7. Teacher Collaboration:

Teachers meet collaboratively to strengthen the implementation of the district's current SBE-adopted instructional programs for all students, including ELs and SWDs. These bi-monthly collaboration meetings by grade level or by program cover the following:

- Review placement and exit criteria for intervention programs

- Provide differentiated lesson design
- Progress monitoring which includes frequently analyzing formative and curriculum embedded benchmark assessments

Teachers have been trained in the components for Professional Learning Communities. A team from each site in the district is currently attending a 5-day PLC Training through KCSOS as a follow-up to the initial training.

Prior to the bi-monthly Collaboration meetings held at the sites, grade level teams or program teams submit an agenda to their Principal for approval or suggestions. Site administrators further review all minutes and notes following the PLC meetings, to ensure the effectiveness of data analysis and lesson design.

MARCH 15, 2010 PROGRESS REPORT

7. Teacher collaboration is substantially implemented.

- Norms revised or created for PLCs.
- Teachers required to create SMART goals based on assessment data.
- Agendas are pre-approved by principals and results shared at meetings.

JULY 15, 2010 PROGRESS REPORT

EPC 7.:

- District will continue to monitor the action steps for teacher collaboration.

NOVEMBER 15, 2010 PROGRESS REPORT

- EPC 7: The District has taken the following action steps since July, 2010 to ensure substantial implementation of teacher collaboration:
- Monthly academic coach/principal/director collaborative meetings. These are designed to review the assessments and assessment schedule, refine the work of collaborative teams and review appropriate intervention placement of students.
- Bi-monthly principal / district collaboration meetings to more closely monitor the professional learning communities at each of the school sites and review their action steps and site goals.

FEBRUARY 1, 2011 PROGRESS REPORT

- EPC7. With closer monitoring by the District, all teacher teams are using common formative assessments and review data from those assessments to plan and guide instruction during the bi-monthly collaboration meetings. Substantially implemented.

MAY 2, 2011 PROGRESS REPORT

- EPC7. Further monitoring from the district has revealed that the implementation of common formative assessments is partially implemented.
- The district has scheduled bi-monthly classroom walkthroughs at each school site, as well as visits to bi-monthly teacher collaboration meetings to ensure teachers are working on the common formative

assessments. Continued bi-monthly meetings with site administrators will also be held to monitor this action step.

SEPTEMBER 16, 2011 PROGRESS REPORT

- **EPC7. The District has conducted three walkthroughs at each of the four school sites thus far in the 2011-12 school year to monitor collaboration meetings and appropriate use of assessments.**
- **The District has implemented Charlotte Danielson's model of rubrics and protocols for use when conducting site walkthroughs.**

8.Pacing and Scheduling:

The LEA has reviewed all school schedules to ensure that all grades have the appropriate time allocation, including universal access and strategic intervention time for their respective grade level as outlined in the 2007 California State Framework for RLA and ELD:

- 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
- Grades K-8: 30-45 minutes daily for ELD

Appropriate time allocation for mathematics is as follows:

- Grade K: .5 hours daily
- Grades 1-6: 1.0 hours daily
- Grades 7-8: 50-60 minutes daily

There is a standards-based, district-wide pacing guide that includes curriculum-embedded, formative and summative assessments, for each grade level and each adopted program, including intervention.

All teachers are systematically using their grade-level pacing guides to administer common formative, curriculum-embedded assessments in RLA and mathematics, a minimum of every 6-8 weeks. Pacing guide use is monitored by classroom observations, daily site administrator visits recorded on a walk-through log, and district visits recorded through observation notes and next steps.

MARCH 15, 2010 PROGRESS REPORT

8.

- Pacing guides for the current ELA and mathematics adoptions, including intervention, are fully implemented with fidelity.
- All pacing guides include the administration of curriculum-embedded formative and summative assessments.

JULY 15, 2010 PROGRESS REPORT

EPC 8.:

- Pacing Guides for 2008 ELA adoption, *California Treasures*, Grades 6-8, and *Inside*, intensive intervention Grades 4-8, will be completed by August, 2010.

NOVEMBER 15, 2010 PROGRESS REPORT

EPC 8:

- Pacing Guides for 2008 ELA adoption, *California Treasures* Grades 6-8 and *Inside*, Intensive Intervention Grades 4-8 have been completed and are substantially implemented.

FEBRUARY 1, 2011 PROGRESS REPORT

- EPC 8. Pacing Guides for the 2008 ELA adoption *California Treasures* for Grades K-5 will be completed and disseminated prior to implementation of the program in August, 2011.

MAY 2, 2011 PROGRESS REPORT

- EPC 8. Representative teacher groups from K-5 are meeting to complete the new pacing guides for the 2008 California Treasures program. These pacing guides, with benchmark assessments, as well as the revised standards-based report cards, will be ready for implementation in August, 2011.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC 8. Pacing guides for the 2008 ELA adoption California Treasures for Grades K-5 have been completed and are substantially implemented.**

9.Fiscal Support:

The LEA has a fiscal policy and a resource allocation plan to fully implement the 9 EPC's in regards to RLA and mathematics instruction. Site administrators receive and review their site budgets with the District Accountant on a monthly basis. The LEA annually reviews the LEA plan and single school plans to verify that the budgets align with the goals of the district. The LEA ensures that the most restricted funding is appropriately expended in accordance with federal and state guidelines, prior to using unrestricted funds.

MARCH 15, 2010 PROGRESS REPORT

9. SPSAs for all four schools were approved by local board in 1/10.

JULY 15, 2010 PROGRESS REPORT

- All 4 SPSAs will be monitored quarterly by the district and DSLT.

NOVEMBER 15, 2010 PROGRESS REPORT

EPC 9:

- The District will monitor the SPSA's using the following steps:
- All 4 SPSA's will go to the Arvin Union School District Board in December, 2010.
- The District has developed an embedded quarterly review schedule of the SPSAs by the School Site Councils and district office.

FEBRUARY 1, 2011 PROGRESS REPORT

- EPC 9. Bear Mountain Elementary, Sierra Vista Elementary and El Camino Real Elementary's SPSAs were Board approved in December, 2010. Haven Drive's SPSA will be taken to the Board in January, 2011.
- Each site's school site council will conduct the first monitor and review of their SPSA in early February, 2011. A second review will be conducted by the District in April, 2011.

MAY 2, 2011 PROGRESS REPORT

- EPC 9. All school site SPSAs have been board approved, and are closely monitored by each School Site Council. In February, 2011, each site submitted to district administration a Monitor/Review Report of its SPSA that had been completed by its School Site Council.
- In April and May, 2011, the district will monitor the implementation of each SPSA by attending a School Site Council meeting at each school to ensure that it is appropriately using the SPSA monitor/review process outlined by the district.

SEPTEMBER 16, 2011 PROGRESS REPORT

- EPC 9. The District conducted a review of each site's SPSA during visits to the four School Site Councils.**
- All sites are currently preparing updates to their SPSAs which are due to the District in early November, 2011.**

<p>LEA demonstrates improvement across four measures: percentage of Adequate Yearly Progress (AYP) targets met, percentage of Title I schools in the LEA that are not in Program Improvement (PI), relative growth in the Academic Performance Index (API) over time, and relative API performance.</p>	<p>In 2011 Haven Drive met AYP Schoolwide, as well as in the Hispanic or Latino and Socioeconomically Disadvantaged subgroups. Haven Drive also met its API target. The District made AYP in Math for Students with Disabilities as well as its API target. The charts below display an overview of district and individual site scores for API and AYP.</p> <table border="1" data-bbox="655 690 1938 1019"> <thead> <tr> <th colspan="6">2011 AYP Status At a Glance</th> </tr> <tr> <th></th> <th>Targets Met</th> <th>Title I</th> <th>Program Improvement</th> <th>AYP ELA</th> <th>AYP Math</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>12 of 21</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>Sierra Vista Elementary</td> <td>8 of 17</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>Bear Mountain Elementary</td> <td>8 of 17</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>El Camino Real Elementary</td> <td>9 of 17</td> <td>Yes</td> <td>Yes</td> <td>No</td> <td>No</td> </tr> <tr> <td>Haven Drive Middle School</td> <td>12 of 17</td> <td>Yes</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table> <table border="1" data-bbox="655 1052 1938 1442"> <thead> <tr> <th colspan="10">2008-09 Through 2010-11 District and Schoolwide API Overviews</th> </tr> <tr> <th></th> <th>2008-09 Base API</th> <th>2008-09 Growth</th> <th>Met 2008-09 API</th> <th>2009-10 Base API</th> <th>2009-10 Growth</th> <th>Met 2009-10 API</th> <th>2010-11 Base API</th> <th>2010-11 Growth</th> <th>Met 2010-11 API</th> </tr> </thead> <tbody> <tr> <td>District</td> <td>653</td> <td>658</td> <td>Yes</td> <td>657</td> <td>706</td> <td>Yes</td> <td>706</td> <td>707</td> <td>Yes</td> </tr> <tr> <td>Sierra Vista Elementary</td> <td>647</td> <td>650</td> <td>No</td> <td>650</td> <td>708</td> <td>Yes</td> <td>708</td> <td>703</td> <td>No</td> </tr> <tr> <td>Bear Mountain Elementary</td> <td>629</td> <td>653</td> <td>Yes</td> <td>649</td> <td>680</td> <td>Yes</td> <td>680</td> <td>680</td> <td>No</td> </tr> <tr> <td>El Camino Real Elementary</td> <td>707</td> <td>700</td> <td>No</td> <td>700</td> <td>762</td> <td>Yes</td> <td>762</td> <td>757</td> <td>No</td> </tr> <tr> <td>Haven Drive Middle School</td> <td>648</td> <td>642</td> <td>No</td> <td>641</td> <td>686</td> <td>Yes</td> <td>686</td> <td>692</td> <td>Yes</td> </tr> </tbody> </table>	2011 AYP Status At a Glance							Targets Met	Title I	Program Improvement	AYP ELA	AYP Math	District	12 of 21	Yes	Yes	No	No	Sierra Vista Elementary	8 of 17	Yes	Yes	No	No	Bear Mountain Elementary	8 of 17	Yes	Yes	No	No	El Camino Real Elementary	9 of 17	Yes	Yes	No	No	Haven Drive Middle School	12 of 17	Yes	Yes	Yes	No	2008-09 Through 2010-11 District and Schoolwide API Overviews											2008-09 Base API	2008-09 Growth	Met 2008-09 API	2009-10 Base API	2009-10 Growth	Met 2009-10 API	2010-11 Base API	2010-11 Growth	Met 2010-11 API	District	653	658	Yes	657	706	Yes	706	707	Yes	Sierra Vista Elementary	647	650	No	650	708	Yes	708	703	No	Bear Mountain Elementary	629	653	Yes	649	680	Yes	680	680	No	El Camino Real Elementary	707	700	No	700	762	Yes	762	757	No	Haven Drive Middle School	648	642	No	641	686	Yes	686	692	Yes
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