

**California Department of Education
 Template for Documentation of Local Educational Agency in Program Improvement Corrective Action
 With Intensive Technical Assistance**

Part I (B): Template for Documentation of District Assistance and Intervention Team Recommendations

County: Kern **Local Educational Agency:** Arvin Union Elementary

High-Priority DAIT Recommendations by Category	Actions to Implement Recommendations	Person Responsible	Due Date	Completion Status				Comments on District Implementation
				1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
<p>Governance</p> <p>1. Develop and implement a plan to provide systematic intervention in reading/language arts and mathematics until the 2007 math and 2008 reading/language arts adoptions are selected and implemented. This plan will include district policies related to the instructional materials to be used and the assessment, identification, placement and monitoring of strategic and intensive-level intervention for all students in grades 4-8 in reading/language arts and mathematics.</p>	<p>1. The district's leadership team (DLT) developed and disseminated a written plan outlining polices and protocol for the identification, placement, instruction and monitoring in RLA and mathematics of all strategic and intensive-level students. The DLT is composed of the superintendent, the assistant superintendent and the Director of Student Services. The DLT met with the district/site leadership team, (DSLTL) to review and finalize the intervention plan. Training sessions were held at the sites prior to implementation. The District Board approved the LEA</p>	<p>Superintendent, Assist. Supt., Director of Student Support Services, Site Administrators</p>	<p>1/09</p>	<p>X</p>				<p>Steps for implementation were written in the LEA plan. This plan was Board approved on September 16, 2008. Implementation of the intervention programs for RLA and mathematics in strategic and intensive intervention began on January 12, 2009.</p>

	<p>plan which included the systematic intervention in RLA and mathematics.</p> <p>MARCH 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Systematic strategic and intensive intervention for ELA and math is substantially implemented in the district. •District administration revised plan for monitoring of intervention in 1/10 to ensure fidelity and consistency in programs. <p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district will focus on implementation of strategic intervention in grades K-3 in 2010-11. •<i>Inside Language, Literacy and Content</i>, intervention materials for grades 4-8, have been purchased and distributed to all sites. 	<p>Superintendent Assist. Supt., Director of Student Support Services, Site Administrators</p> <p>Assist. Supt., Director, Coordinators, DAIT</p>	<p>1/10- 6/10</p> <p>4/10- 6/11</p>		<p>X</p>	<p>X</p>	<p>The plan was revisited and revised in January, 2010. The revision is currently being implemented.</p> <p>District administration and the DAIT conducted a comprehensive review of ELA and Math strategic interventions in April, 2010. Findings were that strategic intervention in ELA is partially implemented systematically. Strategic intervention in math is substantially implemented.</p>
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	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> • The district intensely focused on strategic intervention and Universal Access in grades K-3 since Spring, 2010 through professional development and the monitoring of classroom instruction. • <i>2008 Inside Language, Literacy and Content</i> ELA intervention materials for grades 4-8 are substantially implemented at all sites. • The 2008 ELA <i>California Treasures</i> adoption is substantially implemented in grades 6-8. • Strategic intervention in Math continues to be substantially implemented. 	<p>Superintendent Asst. Supt., Principals, Coordinators</p>	<p>5/10-11 / 10</p>				<p>X</p>	<p>A new superintendent was hired and in place on 7-1-10. Evidenced by DAIT, district and site administrator walkthroughs and work with district coordinators and academic coaches, strategic intervention in grades K-3 is now substantially implemented. The district will now focus on grades 4-8 to ensure strategic intervention in ELA is substantially implemented with fidelity.</p>
	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> • The District plans to purchase the 2008 ELA <i>California Treasures</i> for grades K-5 for full implementation in August, 2011. 	<p>Superintendent Asst. Supt., Coordinators</p>	<p>2/11-8/11</p>				<p>Feb. 11</p>	<p>During district walk-throughs in December, 2010, it was noted that UA in grades 4-8 has been implemented substantially. The District has hired a new</p>

	<ul style="list-style-type: none"> •Through closer monitoring by the district of classroom instruction, UA in grades 4-6 has been substantially implemented. •Core and intervention classes at the junior high are grouped by instructional need for UA. 							<p>instructional aide to reduce teacher to student ratio, along with teacher tutors pushing in to classrooms to teach small groups during UA. The District is also preparing to purchase the 2008 <i>California Treasures</i> to implement in grades K-5 in August, 2011.</p>
	<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. Full implementation scheduled for August, 2011. •The district has determined through walkthroughs that UA in grades 7-8 is partially implemented. 	<p>Superintendent, Asst. Supt., Coordinators</p>	<p>4/11- 8/11</p>			<p>May 11</p>		<p>The district has signed and submitted a purchase order for the 2008 ELA adoption of <i>California Treasures</i> for grades K-5 and has begun to distribute textbooks to the school sites. Full implementation is scheduled for August, 2011. Through continued monitoring from the district during classroom walkthroughs, the district determined UA in</p>

								<p>grades 7-8 continued 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.</p> <p>Full implementation of the 2008 ELA adoption of California Treasures in grades K-5 will be complete by 12/10. The district is currently revising its report cards and benchmark assessments to align with the new program. Teachers at the junior high received professional development on the differentiation of instruction and have now substantially implemented UA</p>
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The 2008 ELA adoption of California Treasures for grades K-5 is substantially implemented. •The district continues its focus on UA in grades 7-8 which is now more substantially implemented. 	<p>Superintendent Asst. Supt., Director</p>	<p>8/11- 6/12</p>	<p>X</p>				

<p>2. Create a plan to systematically implement the 2007 mathematics adoption and the 2008 reading/language arts adoption so that all students will be served appropriately, including English learners (ELs), students with disabilities (SWD) and those identified as needing strategic or intensive-level intervention.</p>	<p>2. The DLT developed action steps within the LEA Plan to fully implement the 2007 mathematics adoption. The action steps include systematic implementation of strategic and intensive intervention as well as instruction for ELs and SWDs. The DLT also developed a process, outlined in the action steps of its LEA Plan, to review the 2008 SBE-adopted RLA materials for implementation. The process to adopt included the collaboration of district/site administrators, teacher teams, instructional leaders and coaches from all schools in the district.</p>	<p>Superintendent, Assist. Supt., Director, Principals, Coordinators, and Coaches</p>	<p>8/09 Math 8/10 RLA</p>	<p>X</p>				<p>in their classrooms following good first instruction.</p> <p>The 2007 SBE-adopted math instructional materials for core, strategic and intensive intervention are being fully implemented. SBE-adopted ancillary materials are used daily for ELs and SWDs. 32% of teachers have completed the instructional materials professional development for the 2007 adoption. A plan is in place to complete training by August 2010, for the remaining teachers. The 2008 RLA materials have been selected and will be adopted by the local board on December, 15, 2009. The purchase and implementation timeline will be</p>
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	<p>MARCH 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •2007 mathematics adoption is substantially implemented with fidelity in district. •2008 ELA adoption will be partially implemented in 2010-11. Grades 6-8 core and 4-8 intervention were board approved in 12/09. K-5 to be implemented in 2011-12. 	<p>Superintendent, Assist.Supt., Director, Principals, Coordinators, and Coaches</p>	<p>12/0 9- 8/10</p>					<p>based upon available funding and the goal is to fully implement in August, 2010.</p> <p>The plan was revisited and revised in 1/10. The revision is currently being implemented.</p>
	<p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •2008 California Treasures ELA core materials for grades 6-8, have been purchased and distributed to sites. 	<p>Superintendent Assist. Supt., Principals, Coordinators</p>	<p>8/10- 6/11</p>				X	<p>After the April, 2010 DAIT program review, district administration determined that it would focus on ensuring systematic strategic ELA intervention occurs daily through quality first instruction and universal access. District</p>

	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The 2008 <i>California Treasures</i> ELA core materials for grades 6-8 are being substantially implemented at the school sites. 	Asst. Supt., Coordinator, Principals	8/10				X	<p>administration will ensure the daily use of ancillary math materials.</p> <p>Through district/site administrator walkthroughs and the monitoring of teacher collaboration, the district ensures strategic ELA intervention is occurring daily through quality first instruction and universal access. The district monitors the daily use of ancillary math materials.</p>
	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The District is purchasing <i>California Treasures</i> for grades K-5 in February, 2011, for full implementation scheduled in August, 2011. 	Superintendent Asst. Supt.	2/11				Feb. 11	<p>The District is assembling teacher teams to prepare pacing guides and assessments for the K-5 <i>California Treasures</i> 2008 ELA adoption. Full implementation to begin in August, 2011.</p>

	<p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district purchased <i>California Treasures</i> for grades K-5 in April, 2011, for full implementation in August, 2011. 	Assistant Supt. ELA Coordinator	4/11- 8/11				May 11	Teacher representative groups from K-5 are meeting to complete 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 will be completed and in place by August, 2011.
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district has substantially implemented California Treasures in grades K-5. The program began on 8/1/11. 	Asst. Supt., Director, Principals, Academic Coaches	8/11- 6/12	X				Teacher representative groups from K-5 have completed new pacing guides for the California Treasures program. The assistant superintendent, director and principals have developed new

<p>3. Develop and implement policies related to instructional materials, instructional time and the use of pacing guides to fully implement the related Essential Program Components (EPCs).</p>	<p>3. The DLT collaboratively developed an Instructional Materials Usage Policy for RLA and mathematics. This policy included district expectations and procedures related to instructional materials, instructional time and the use of pacing guides. This policy was reviewed in depth with site leadership and disseminated to all staff.</p> <p>MARCH 15, 2010 PROGRESS REPORT •No new information.</p>	<p>Superintendent, Assist. Supt., Director, Principals, Coordinators, and Coaches</p>	<p>8/09</p>	<p>X</p>				<p>report card rubrics and are working to complete benchmark assessments which will be in place by 10/11.</p> <p>The district updates the Instructional Materials Use Protocol periodically, as needed. The last update was done on April 1, 2009. The district disseminated the Instructional Materials Usage Protocol to staff in August, 2009 at the time the District Course of Study is posted on the district website. District and site administration monitors this protocol by lesson plan review, observations and the annual Williams Review.</p>
			<p>8/10</p>	<p>X</p>				

	<p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> • Pacing guides for <i>California Treasures</i> Grades 6-8 and <i>Inside</i>, for Grades 4-8 will be completed by 8/10. • All pacing guides include the administration of benchmark assessments. 	Assistant Supt., Coordinators	8/10			X		The district continues to monitor the daily use of pacing guides and the systematic administration of benchmark assessments.
	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> • Pacing guides for <i>California Treasures</i> Grades 6-8 and <i>Inside</i> for Grades 4-8 are completed and substantially implemented. • Benchmark assessments are included in the pacing guides and are also substantially implemented. 	Asst. Supt., Coordinator, Academic Coaches, Principals	8/10				X	The district monitors the daily use of pacing guides and the administration of benchmark assessments at bi-monthly collaborative meetings with academic coaches, coordinators and principals.
	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> • The District is purchasing the 2008 ELA adoption <i>California Treasures</i> for grades K-5 in 	Asst. Supt., Coordinators, Principals	2/11- 8/11				Feb. 11	The District is assembling teacher teams to prepare pacing guides and assessments for the 2008 ELA adoption for K-5

	<p>2/11. Pacing guides for grades K-5 will be implemented in August, 2011.</p> <ul style="list-style-type: none"> •Benchmark assessments will be included in the pacing guides and implemented in grades K-5 in August, 2011. 						<p>of <i>California Treasures</i>. The pacing guides will be monitored through bi-monthly collaborative meetings with academic coaches, coordinators and principals.</p> <p>May 11</p> <p>The district has signed and submitted a purchase order for the 2008 ELA adoption of <i>California Treasures</i> for grades K-5, and is beginning to distribute textbooks to the school sites. Teacher representative groups from K-5 are meeting to complete the new pacing guides with benchmark assessments. These grade level groups are also working to develop new report card rubrics to align with the curriculum. The new pacing guides with</p>
	<p>May 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district purchased the 2008 ELA adoption <i>California Treasures</i> for grades K-5. •Pacing guides which include benchmark assessments and new standards-based report cards will be ready for implementation in August, 2011. 	<p>Asst. Supt., Principals, ELA Coordinator, Academic Coaches, Teachers</p>	<p>4/11- 8/11</p>				

	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Pacing guides for <i>California Treasures</i> Grades K-8 are completed and substantially implemented. •Benchmark assessments are included in the pacing guides and are also substantially implemented. 	<p>Asst. Supt, Director, Academic Coaches, Teachers</p>	<p>5/11- 6/12</p>	<p>X</p>				<p>benchmark assessments and standards-based report cards will be completed and in place by August, 2011.</p> <p>The district is monitoring the new pacing guides for <i>California Treasures</i> during bi-monthly principal / coach meetings. The assistant superintendent and director are working on new report card rubrics to align with the pacing guides. Trimester benchmark assessments will be given as well as district common formative assessments to monitor student achievement.</p>
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<p>4. Develop and implement an instructional monitoring plan to align district polices with school-site practices and procedures to ensure that the nine EPCs are fully implemented. This plan should include, at a minimum:</p> <ol style="list-style-type: none"> a. Daily classroom observations by site administrators as well as bi-monthly targeted classroom walk-throughs of district and site staff. b. A district protocol for providing teachers feedback after classroom observations. c. A district protocol to ensure implementation of professional development activities to support on-going classroom application. d. A district protocol for progress monitoring of data, at least quarterly, that would also include a semi-annual review of student placement into or movement out of intervention programs. e. A district protocol for monitoring the grade-level/department-level collaborative meetings. 	<p>The DLT developed a written plan for monitoring of instructional programs. The plan was reviewed with the DSLT and disseminated to all staff. The monitoring plan included the following:</p> <ol style="list-style-type: none"> a. Daily classroom observations by site administrators b. Bi-monthly District Walk-throughs c. A protocol for providing teachers feedback d. A professional development master plan details student placement into or out of intervention programs and a district protocol for progress monitoring of data. e. District protocol for monitoring collaborative meetings. 	<p>Superintendent, Assist. Supt., Director, Principals, Coordinators, and Coaches</p>	<p>8/09</p>	<p>X</p>				<p>Principals submit classroom walk-through logs as evidence of daily observations on a monthly basis to the Director of Special Services for review. District walk-throughs were calendared for all sites in August, 2009. Teachers are provided written feedback after classroom observations by Principals and district staff. The Professional Development Master Plan includes a matrix outlining training activities for each teacher. The matrix is reviewed monthly by district administrators. District coordinators and site coaches provide support for ongoing classroom application of professional development activities by teacher request or site administrator</p>
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	<p>MARCH 15 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district's instructional monitoring plan is partially implemented. The district has taken the following actions to improve the monitoring process: •1. Site administrators are being trained in FRISK model of supervision of staff. •2. The superintendent is developing "Non-negotiable" expectations for principals that include classroom visits, teacher collaboration, coaching support, data usage, and 	<p>Superintendent, Assist. Supt., Director, Principals, Coordinators, and Coaches</p>	<p>1/10- 6/10</p>		<p>x</p>		<p>recommendation. Benchmark data is reviewed every 6-8 weeks by teachers as well as district and site administrators. The district monitors teacher collaborative meetings through site administrator review of agendas and minutes from each meeting.</p>
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	<p>professional development monitoring protocols.</p> <ul style="list-style-type: none"> •3. The superintendent is working with principals on an individual basis at school sites and provides working sessions on leadership skills for principals. <p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district has revised its instructional monitoring process: <ul style="list-style-type: none"> a) The revision of the Principal Walk-through protocol to provide systematic and specific information for site administrators to identify and support teachers with the greatest need. Principals will be expected to conduct weekly classroom visits using the protocol. b) More effective monitoring of benchmark data to ensure accurate placement of intervention students. 	<p>Superintendent Assist. Supt., Principals, Coordinators</p>	<p>4/10-6/11</p>			<p>X</p>		<p>In April, 2010 district administration and the DAIT reviewed evidence related to the instructional monitoring plan and determined it to be partially implemented. The district will continue to provide coaching support to principals to ensure that data is effectively used to guide classroom instruction and that teachers with the greatest need receive assistance.</p>
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	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The principal walk through protocol has been revised and substantially implemented for a more effective and efficient method of classroom monitoring. •Bi-monthly district/principal collaborative meetings are held to more closely monitor the effectiveness of site PLC meetings. •The district is providing individual coaching support for all principals and vice principals. 	<p>Superintendent, Asst. Supt., Coordinators</p>	<p>7/10- 6/11</p>				<p>X</p>	<p>The district is providing individualized coaching to all principals and vice principals using county staff with proven expertise in site leadership. The district is more closely monitoring classroom instruction and professional collaboration at the school sites.</p>
	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •All teacher teams now use common formative assessments and review data from those assessments to plan and guide instruction during bi-monthly collaboration meetings. •The District will implement a new walkthrough observation tool 	<p>Superintendent Asst. Supt., Principals, Coordinators</p>	<p>2/11- 8/11</p>				<p>Feb. 11</p>	<p>Through closer monitoring by the District, all teacher teams are more effectively using the data from common formative assessments to plan and guide instruction during bi-monthly collaboration meetings. Teacher collaboration is substantially</p>

	<p>customized through <i>Teachscape</i> in March, 2011.</p> <p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •After training with the county and reflective work with site principals, work continues on teacher teams' development and use of common formative assessments. •The district has implemented a new walkthrough observation tool customized with <i>Teachscape</i>. 	<p>Superintendent Asst. Supt., Principals</p>	<p>2/11- 8/11</p>				<p>May 11</p>	<p>implemented. The district is working to systematize the classroom walk-through and feedback process. The district has also purchased <i>Reflect</i>, a camera through <i>Teachscape</i>, which will be used to film teacher volunteers and archive lessons for professional development.</p> <p>Through continued monitoring from the district and a county training provided by the district's DAIT lead, the use of common formative assessments will move from partially implemented to substantially implemented by October, 2011. The district will continue bi-monthly collaboration meetings with the site administrators to ensure substantial</p>
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	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district has more substantially implemented the walkthrough tool using Teachscape with the Charlotte Danielson rubrics. •The district is developing common formative assessments 	<p>Superintendent Asst. Supt., Principals</p>	<p>8/11- 6/12</p>	<p>X</p>		<p>implementation. The district has customized the classroom walkthrough tool using technology from <i>Teachscape</i>. All administrative staff was trained in April, 2011. The <i>Reflect</i> cameras, also purchased through <i>Teachscape</i>, are being used to film teachers and archive lessons for grade level and whole staff professional development. Currently, site principals and academic coaches have archived lessons to view.</p> <p>The district has provided all site administrators with professional development on the coaching of teachers and the Charlotte Danielson rubric for effective teachers. During bi-monthly</p>
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	<p>through bi-monthly collaboration with teacher teams and academic coaches.</p>							<p>walkthroughs, the Teachscape model is used to provide feedback to site principals and teachers in each of the four domains. Principals are able to provide feedback and coaching to teachers immediately following an observation or classroom walk. One of the district's goals this year is to substantially implement common formative assessments along with the CST blueprints to consistently monitor and adjust student learning and student mastery of standards.</p>
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**California Department of Education
 Template for Documentation of Local Educational Agency in Program Improvement Corrective Action
 With Intensive Technical Assistance
 Part I (B): Template for Documentation of District Assistance and Intervention Team Recommendations**

County: Kern **Local Educational Agency:** Arvin Union Elementary

High-Priority DAIT Recommendations by Category	Actions to Implement Recommendations	Person Responsible	Due Date	Completion Status				Comments on District Implementation
				1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
<p>Alignment of Curriculum, Instruction, and Assessments to State Standards</p> <p>1. Provide a continuum of program options in reading/language arts, English Language Development and mathematics to meet the needs of all students, including SWD, ELs and students in need of strategic and intensive-level intervention. The continuum should include:</p> <p>a. A master plan for the identification, placement and instruction of all strategic and intensive-level intervention students with specific entrance and exit criteria for flexible grouping and assessments for progress monitoring.</p> <p>b. Providing all teachers, including special education teachers and teachers of ELs, with all board-adopted core and district-approved ancillary materials for their respective instructional programs, including intervention.</p> <p>c. Providing all teachers with professional development in their respective materials as appropriate to their assignment.</p> <p>d. The use of standards-aligned academic assessments as well as diagnostic assessments in making initial placement decisions and for continuously monitoring the performance of students with disabilities.</p> <p>e. Providing standards-aligned instructional materials as appropriate to students'</p>	<p>a. The district developed a comprehensive master plan for intervention for all students in RLA and mathematics. The plan includes a continuum of program options for all students by grade level, including EL's and SWD's.</p> <p>The plan details specific entrance and exit criteria for flexible grouping in RLA and mathematics.</p> <p>b. All teachers, including EL and SWD teachers, have and use Board adopted core and district approved ancillary materials, for their respective instructional</p>	<p>Superintendent, Assist. Supt., Director, Princip Coordinators</p>	<p>1/09</p>	<p>X</p>				<p>A continuum of program options and instructional materials is in place in RLA and mathematics for all students, including ELs and SWDs. The options are outlined in the Board approved LEA plan. These options for RLA include SBE adopted core and ancillary materials, including intervention and ELD from the 2001-02 adoption. For SWDs, standards aligned Corrective Reading materials may be used, based on student needs. For mathematics, the continuum of program options</p>

<p>present levels of performance and the goals and objectives in student individualized educational plans (IEPs).</p>	<p>programs, including intervention. These materials are detailed in Part A, Section 3, #1, Standards Aligned Curriculum.</p> <p>c. Teachers are provided Instructional Materials Professional Development as outlined in the Professional Development Master Plan.</p> <p>d. Students with disabilities, (SWDs) are provided a continuum of program options based on need as identified by standards-aligned, academic and/or diagnostic assessments.</p> <p>e. Standards-aligned instructional materials are provided to SWDs based on student IEP goals and objectives.</p> <p>MARCH 15 PROGRESS REPORT</p> <p>•No new information.</p>							<p>includes 2007-08 SBE adopted core, ancillary and intervention materials.</p>
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	<p>guide ELD instruction.</p> <ul style="list-style-type: none"> • <i>Standards Plus</i> has been implemented to reinforce California standards during daily 12 minute lessons. • ELA and math programs are now substantially implemented. • Teachers of SWD's are using core standards-aligned diagnostic assessments for placement with quarterly monitoring of student growth. • 80% of teachers have completed instructional materials professional development in <i>California Treasures</i>. • 85% of teachers have completed instructional materials professional development in Math. • 84% of teachers have completed instructional materials professional development ELPD. 					<p>as district collaborative meetings with site principals. The district is working to build capacity of staff to become trainer of trainers in the professional development of <i>California Treasures</i>. 100% of staff will be trained by 6/11, which is a revised timeline. The district has scheduled two sessions of Math instructional materials professional development and ELPD so that 100% of staff will be trained by January, 2011.</p>
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	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The second ADEPT assessment window opens on 1/10/11. Teachers have 30 days to administer this assessment. •<i>Standards Plus</i> is being expanding to all core ELA classes in grades 6-8 in 1/11. •100% of teachers have been trained or are in training for the instructional materials professional development in Math. •100% of the elementary staff has completed instructional materials professional development ELPD. 97% of the secondary staff has completed instructional materials professional development in ELPD. •The District will provide instructional materials professional development to K-5 teachers in the 2008 ELA adoption in <i>California Treasures</i> beginning in 6/11. The goal is 100% by 12/11. 	<p>Asst. Supt., Coordinators, Principals</p>	<p>12/10- 6/11</p>				<p>Feb. 11</p>	<p>Results from the ADEPT assessment are used by teachers of ELL learners to identify specific gaps in student's language skills to help them become proficient in the academic language of English. The District is working to build capacity of staff to become trainer of trainers in the professional development of <i>California Treasures</i> to ensure 100% of the K-5 staff will be trained by 12/11 for its implementation. The 1 remaining teacher in training for the Math instructional materials professional development is currently on medical leave. The District has scheduled the 1 remaining secondary teacher to attend the ELPD in February, 2011.</p>
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	<p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> • <i>Standards Plus</i>, supplemental curriculum, will continue to be implemented in 2011-12. Materials were purchased in April, 2011. • Training dates have been scheduled for the Instructional Materials Professional Development for <i>California Treasures</i>. K-5 teachers will be trained in June and July, 2011, with the goal of 100% of teachers trained by 12/11. • The district has 1 remaining secondary teacher who requires the ELPD. 	<p>Asst. Supt., Principals, ELA Coordinator, Principals</p>	<p>4/11- 12/11</p>				<p>May 11</p>	<p>The district has reviewed data from the weekly <i>Standards Plus</i> assessments which show a 3-6 point growth in the mastery of standards proficiency in grades 2-8 students. Five district staff members will be certified trainer-of-trainers in the <i>California Treasures</i> Instructional materials Professional Development by June 1, 2011. Two options of training will be offered to K-5 teachers: June 28-30 and July 18-20, 2011. 100% of staff will be trained by December, 2011. The secondary teacher out on medical leave, will receive the ELPD by June 1, 2011.</p>
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	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The Instructional Materials Professional Development for California Treasures grades K-5 was held in June and July, 2011. •80% of the district's teachers attended the training. •The 1 remaining secondary teacher has registered for the ELPD. •Standards Plus has been substantially implemented in grades 2-8. 	Asst. Supt., Director, Principals	6/11- 12/11	X				<p>Two options were provided to teachers in the summer of 2011 for the IMPD for California Treasures. The district has 17 teachers still requiring the professional development. This will be provided by the district's own trainer of trainers before December, 2011. In review of the effectiveness of the Standards Plus supplemental curriculum, it was determined that the site academic coaches would provide explicit direct instruction lessons to their teachers to ensure proper implementation of this program including pacing of the lessons and applying the skills to mastery of standards.</p>
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**California Department of Education
 Template for Documentation of Local Educational Agency in Program Improvement Corrective Action
 With Intensive Technical Assistance**

Part I (B): Template for Documentation of District Assistance and Intervention Team Recommendations

County: Kern **Local Educational Agency:** Arvin Union Elementary

High-Priority DAIT Recommendations by Category	Actions to Implement Recommendations	Person Responsible	Due Date	Completion Status				Comments on District Implementation
				1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
2. Ensure that site administrators and all teachers of special education students participate in the development of IEPs and IEP meetings for students to whom they provide services	<p>The district developed a process to ensure that all teachers of SWDs and site administrators participate in the development of student IEPs.</p> <p>MARCH 15 PROGRESS REPORT •No new information.</p> <p>JULY 15, 2010 PROGRESS REPORT •No new information</p>	Director of Student Services, Principals, District Psychologists	8/08	X				The IEP process includes IEP goals being developed collaboratively amongst all stakeholders with all required participants attending IEP meetings. The District's psychologists monitor each IEP upon its completion to ensure that all required participants were in attendance.

	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •100% of site administrators have completed the <i>Developing Exceptional IEP</i> Workshop training offered by the Kern County Superintendent of Schools Office. <p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •No new information. <p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •No new information. 	<p>Principals, Asst. Supt, Psychologists</p>	<p>9/10-6/11</p>				<p>X</p>	<p>District Assistant Superintendent and Psychologists review all IEP's and collaborate bi-monthly with regular and special education staff.</p>
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •In September, 2011, the district conducted a file review and established 100% attendance of administrators at IEP meetings. 	<p>Asst. Supt., Teachers</p>	<p>9/11-6/12</p>	<p>X</p>			<p>Feb. 11</p> <p>May 11</p>	<p>As a result of a CDE request to close the special education self review from 2007-08, the district reviewed 40 special education student IEP's. The district showed 100% participation of an administrator and teacher being present at the meetings.</p>

<p>3. Provide biweekly grade level/department collaboration time for general education and special education teachers to review assessment data and plan reading/language arts and mathematics instruction to meet the needs of all students.</p>	<p>The district established bi-weekly collaboration time for all teachers. The district also developed a protocol for teachers to review assessment data and plan RLA and mathematics instruction during the collaborative meetings to meet the needs of all students.</p>	<p>Supt, Assist. Supt., Director of Student Services</p>	<p>8/08</p>	<p>X</p>				<p>Special Education teachers meet one time per month together, and one time per month with grade level general education teachers. Assessment data is reviewed at all collaborative meetings. Academic coaches have provided training on the use of data. Site teams from Sierra Vista Elementary and Bear Mountain Elementary attended the Data Team Training provided at KCSOS in Fall, 2009.</p>
	<p>MARCH 15 PROGRESS REPORT •No new information.</p>				<p>X</p>			
	<p>JULY 15, 2010 PROGRESS REPORT •The OARS data management system now includes assessments in the</p>	<p>Asst. Supt, Coordinator</p>	<p>6/10-8/10</p>			<p>X</p>		<p>The OARS data management system will be updated by 8/10 to include the new ELA core and intervention assessments.</p>

	<p>Corrective Reading and Reading Mastery programs for SWDs in grades 1-8.</p> <p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •District bi-monthly professional collaboration meetings provide teachers time to review ELA and intervention assessment reports from OARS to correctly place students and plan instruction based on student need. This includes teachers of SWD's. <p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •<i>Inside</i>, the SBE-adopted intensive intervention program implemented in August, 2010, has been added to the list of curriculum options for SWD's based on need. •Assessment reports and data are analyzed and instruction planned for SWD's during the bi-monthly 	<p>Asst. Supt., Coordinator, Principals</p> <p>Asst. Supt., Principals, Coaches</p>	<p>8/10- 5/11</p> <p>12/10- 8/11</p>				<p>X</p> <p>Feb. 11</p>	<p>The OARS data management system has been updated to include the new ELA core and intervention assessments. Report cards for the new ELA <i>California Treasures</i> core for grades 6-8 have also been updated in OARS to reflect the new assessments.</p> <p>The District has trained teachers of SWD's on the use of OARS for <i>Inside</i> assessments and their report card has been added to the system. SWD teachers were trained in the <i>Inside</i> instructional materials professional development during the summer of 2010.</p>
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	<p>collaboration meetings.</p> <p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Data has shown significant growth in SWD's using the <i>Inside</i> intensive intervention program in grades 7-8. <i>Inside</i> curriculum use will be expanded for SWD's in grades 5-6 based on need in the 2011-12 school year. •Teachers of SWD's are meeting to modify the pacing guide for <i>Inside</i> to include benchmark assessments and the review of data. 	Asst. Supt., Principals, Academic coaches	12/10- 6/12				May 11	<p>A district review of <i>Inside</i> data has shown a 5-10 point growth in SWD student proficiency. Six students in grades 7-8 have been able to re-enter the core English language arts curriculum. Teachers of SWD's in grades 5-6 have been trained in the <i>Inside</i> Instructional Materials Professional Development and will implement the program based on need in August, 2011.</p>
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The <i>Inside</i> intensive intervention curriculum has been expanded to SWD students in grades 4-6. •The pacing guides for <i>Inside</i> have been 	Asst. Supt., Principals, teachers	8/11- 6/12	X				<p>A district review of data following the Spring state testing, has continued to show strong growth for the SWD students in the district. This subgroup made safe harbor AYP status in Math,</p>

	substantially implemented and include benchmark assessments and dates to review student assessment data.							in Spring, 2011. All four school sites posted gains in ELA and Math for SWD's. All special day class teachers using the <i>Inside</i> curriculum have attended the Instructional Materials Professional Development for this program.
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Part I (B): Template for Documentation of District Assistance and Intervention Team Recommendations

County: Kern **Local Educational Agency:** Arvin Union Elementary

High-Priority DAIT Recommendations by Category	Actions to Implement Recommendations	Person Responsible	Due Date	Completion Status				Comments on District Implementation
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Fiscal Operations 1. The district will create fiscal policies and a resource allocation plan to fully implement the nine EPCs in regard to reading/language arts and mathematics that includes the following actions: a. Provide site administrators with monthly budget reports. b. Require site administrators to review the budget reports on a monthly basis. c. Annually review the LEA Plan and the Single School Plans for each school site to verify that the budgets align with the goals in the LEA DAIT Plan. d. Ensure that the most restricted funding is expended in accordance with federal and state guidelines prior to using unrestricted funds.	a. The district accountant meets monthly with site administrators to review monthly budget reports. b. The superintendent developed a protocol to ensure site administrators review their monthly budget reports with the district accountant. c. The district reviews the single school site plans to ensure alignment with the LEA plan. The District Board annually approves all district and school site plans. d. The district accountant reviews practices regarding distribution of funds to ensure all expenditures are in accordance with federal and state guidelines.	Supt, District Accountant	8/09	X				The district accountant provides site administrators with monthly budget reports which are reviewed collaboratively. The district accountant consults with Kern County Superintendent of Schools Department of Fiscal Services to stay current with all funding guidelines. The local Board is scheduled to approve the revised district and school site plans in January, 2010.

	<p>MARCH 15 PROGRESS REPORT</p> <ul style="list-style-type: none"> •All SPSAs were board approved in 1/19/10. •The DAIT recommends that the district implement a monitor/review protocol for the LEA Plan and SPSAs that includes, at a minimum, a triannual progress review of all plans. 	Assist. Supt.	1/10		X			
	<p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •District will implement monitoring procedures for the SPSAs that will require a quarterly review by the DSLT. 	Superin., Asst. Supt. Principals	8/10- 6/11			X		
	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •All 4 school site SPSAs will be sent to the School Board for approval in December, 2010. •The district has established a quarterly review procedure of the SPSAs by the SSC's and asst. supt. 	Asst. Supt., Principals	8/10- 5/11				X	District monitoring procedures for the site SPSAs have been substantially implemented.

	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The first monitoring / review of the site SPSAs by each School Site Council will take place in February, 2011. The District will conduct a monitor / review of the SPSAs in April, 2011, and a report will be provided to the site principal. 	<p>Asst. Supt., Principals</p>	<p>2/11- 5/11</p>				<p>Feb. 11</p>	<p>District monitoring procedures for the site SPSAs continue to be substantially implemented.</p>
	<p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Each school site submitted a Monitor/Review Report of its SPSA in February, 2011. The district will monitor the SPSA's implementation by attending School Site Council meetings and meeting with site principals. 	<p>Superint., Asst. Supt., Principals</p>	<p>1/11- 6/12</p>				<p>May 11</p>	<p>District monitoring procedures for the site SPSAs continue to be substantially implemented.</p>
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district will continue close monitoring of the SPSA's in 2011-12. The process of monitoring/review 	<p>Asst. Supt., Principals</p>	<p>8/11- 6/12</p>	<p>X</p>				<p>The district will continue to ensure each school site monitors its SPSA at least twice per year by the school site council and</p>

	<p>is substantially implemented.</p>							<p>leadership teams. The district will also attend a school site council meeting to review the SPSA with parents to provide substantial implementation of this policy.</p>
<p>Parent and Community Involvement None</p>								

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<p>Human Resources</p> <ol style="list-style-type: none"> 1. Ensure that all site administrators complete the Senate Bill (SB) 472 training for any future reading/language arts and mathematics adoptions implemented at their school. 2. Ensure that all site administrators hired in the future complete the Assembly Bill (AB) 430 principal’s training, including practicum hours. 3. Ensure that all site administrators attend and complete the English Learner Institute for Administrators and the SB 472 English Learner Professional Development program. 4. Ensure that all site administrators are trained on the implementation of programs for students with disabilities and Response to Intervention. 	<ol style="list-style-type: none"> 1. The DLT developed a protocol to monitor the professional development of site administrators 2. The protocol includes steps to train all future site administrators in AB 430 Principal training as part of the job criteria 3. This protocol includes the Professional Development Master Plan and a matrix for tracking the completion of professional development activities for site administrators. 4. The master plan includes instructional materials professional development training including practicum hours as well as ELPD and Response to Intervention. 	Supt., Assist. Supt., Director of Student Services	8/08	X				Currently, 100% of the site administrators have completed professional development training in ELPD and the 2001-02 RLA adoption. Of the site administrators, 90% have completed the instructional materials based professional development for the 2007-08 mathematics adoption as appropriate to their assignment. The master plan outlines how the remaining and future professional trainings will be completed. See Part A, Section 2 for reference.

	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •HR1: 100% of site administrators will be trained in the new 2008 <i>California Treasures</i> core program for grades 6-8 by January, 2011. •100% of site administrators will be trained in the 2008 core Math by January, 2011. •HR4:100% of site administrators have been trained in Rtl and are implementing procedures at their sites. 	Asst. Supt., Principals	8/10- 5/11				X	The district has scheduled instructional materials professional development for both ELPD and Math in November – January, 2011, ensuring 100% of staff will be completely trained. The district is building its staff capacity to become trainer of trainers in the professional development for ELA to ensure all remaining staff will be trained by June, 2011.
	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The District's one remaining site administrator has been scheduled to attend the 2007 Math instructional materials professional development beginning on January 28, 2011. 	Asst. Supt., Math Coordinator	1/11- 8/11				Feb. 11	The District coordinated a Math instructional professional development training with the County Office. The secondary training begins in January, 2011, and will be completed by February, 28, 2011.

	<p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •100% of the district's site administrators have completed the 2007 Math Instructional Materials Professional Development. 	Asst. Supt., Math Coordinator	3/11				May 11	A training for the secondary 2007 Math Instructional Materials Professional Development was held at the County office in January and February, 2011. The site principal of the junior high attended all 5 days of the training and is now complete.
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district's two new Vice Principals are enrolled in and attending the AB430 principal training program. •These two new administrators have completed all ELA, Math, Rti and ELPD professional developments. 	Asst. Supt., Director	9/11	X				<p>The district re-assigned a vice principal in Spring, 2011, and appointed a new vice principal at the junior high for 2011-12. The district also appointed a new principal at Sierra Vista Elementary for 2011-12, and that site also has a new vice principal. Both of these new administrators completed the K-5 California Treasures professional development in</p>

								June, 2011.
Data Systems and Achievement Monitoring None								

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<p>Professional Development</p> <p>1. Develop and implement a professional development plan that will include:</p> <p>a. A matrix detailing SB 472 trainings in reading/language arts, mathematics and English Learner Professional Development (ELPD), with a system for tracking the completion of the various professional development activities for all teachers in the district.</p> <p>b. A listing of approved activities for practicum hours and district documentation of completion.</p> <p>c. Individual goals/plans for teachers who have not completed the SB 472 initial and practicum hours in reading/language arts, mathematics and ELPD.</p> <p>d. A detailed description of how the district will support and train new teachers in the curriculum materials they will be using.</p> <p>e. Site administrator training in adopted reading/language arts and mathematics programs in use at the respective school site.</p> <p>f. Site administrator training in research-based practices for English language learners and ELPD training.</p> <p>g. Site administrator training in Response to Intervention.</p> <p>h. A district-level monitoring process for the professional development plan.</p>	<p>a. The DLT met collaboratively with teachers to review current and future professional development needs for all staff. Each site completed the Academic Program Survey to determine current status. In addition, priorities were established, based on the goals in the LEA plan for RLA, mathematics, and for ELs and SWDs. Action steps for professional development were written into the LEA plan based upon determined priorities.</p> <p>b. The DLT developed a monitoring protocol for professional development of teachers and site administrators. The monitoring protocol includes a listing of</p>	<p>Supt., Assist. Supt., Director of Student Services, Principals</p>	<p>8/08</p>	<p>X</p>				<p>The Professional Development Matrix was created to include instructional materials based professional development in ELPD, RLA and mathematics as well as other research based professional development. The matrix is reviewed monthly by district administrators. Individual Professional Development Goal Plans are developed with teachers who have not completed required trainings.</p>

	<p>approved activities for practicum hours.</p> <p>c. Teachers who have not completed trainings meet with district and site administrators to establish goal plans for completion.</p> <p>d. To support beginning teachers, the district determined that the BTSA program and the Coaching cycle would be used.</p> <p>e.-g. The DLT developed a protocol to monitor the professional development of site administrators which includes SB 472 in RLA mathematics and ELPD. RTI training is included as well.</p> <p>h. District administration update and review the professional development matrix on a monthly basis in order to determine further training needs and follow up.</p> <p>MARCH 15 PROGRESS REPORT</p> <p>•72% of teachers have completed</p>	<p>Supt., Assist. Supt., Director of Student Services,</p>	<p>3/10</p>		<p>X</p>			
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	<p>Instructional Materials PD for 2002 ELA adoption.</p> <ul style="list-style-type: none"> •60% of teachers have completed ELPD. •32% of teachers have completed Instructional Materials PD for 2007 math adoption. •District/site administrators communicate the importance of teachers completing all professional development programs. The bargaining unit, however, has demonstrated resistance to teachers attending activities without receiving full compensation on non-duty days. •Instructional Materials Professional Development for the 2007 math, 2008 ELA adoptions and ELPD are scheduled for June/July 2010. The district is currently registering teachers. 	<p>ELD Title III Coordinator</p>						
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	<p>July 15, 2010 Progress Report:</p> <ul style="list-style-type: none"> •75% of teachers have completed Instructional Materials PD in <i>California Treasures</i>, Grades 6-8. •78% of teachers have completed Instructional Materials PD in Math. •100% of teachers have completed Instructional Materials PD in <i>Inside</i>, intensive intervention for Grades 4-8. <p>84% of teachers have completed Instructional Materials PD in ELPD.</p>	Supt., and Assist. Supt.	4/10-7/10			X		<p>Since March, 2010 the district has made a concerted effort to ensure that all teachers receive the instructional materials PD for the instructional materials in which they instruct and in ELPD. The district will continue to review the Professional Development Matrix to ensure that 100% of the teachers participate in ELA, math and/or ELPD by 1-1-11.</p>
	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •80% of teachers have completed instructional materials professional development in <i>California Treasures</i> Grades 6-8. •80% of teachers have completed instructional materials professional development in Math. •84% of teachers 	Asst. Supt., Coordinator	8/10-6/11				X	<p>The district has scheduled two sessions of professional development for ELPD and Math to ensure 100% of staff will be trained by January, 2011. The district is working to build the capacity of staff to become trainer of trainers for the <i>California Treasures</i></p>

	<p>have completed instructional materials professional development ELPD.</p> <p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •100% of teachers have completed instructional materials professional development in Math. •100% of elementary teachers have completed instructional materials professional development ELPD. •97% of secondary teachers have completed the ELPD. •The District will provide instructional materials professional development for the 2008 adoption of <i>California Treasures</i> for grades K-5, and the remaining 20% of 6-8 teachers who require this training. 	<p>Asst. Supt., Coordinator, Principals</p>	<p>12/10- 12/11</p>				<p>Feb. 11</p>	<p>professional development to ensure 100% of staff will be trained by June, 2011.</p> <p>The District is working to build the capacity of staff to become trainer of trainers for the <i>California Treasures</i> professional development, with the goal of 100% of staff trained by August, 2011.</p>
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	<p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Two options of training dates have been scheduled for K-5 teachers for the Instructional Materials Professional Development in the <i>California Treasures</i>. •Sixth grade teachers who did not attend in summer, 2010, will also be invited. •The district is working with the County Office to provide the Professional Development for grades 7-8 teachers in the <i>California Treasures</i>. •100% of staff will be trained by December, 2011. 	<p>Asst. Supt., Principals, ELA Coordinator</p>	<p>3/11- 12/11</p>				<p>May 11</p>	<p>Five district staff members will be certified trainer-of-trainers in the <i>California Treasures</i> Instructional Materials Professional Development by June 1, 2011. K-5 teachers will be able to choose from June 28-20 and July 18-20, 2011, to attend the professional development.</p>
	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •80% of the district's K-5 teachers have completed the Instructional Materials Professional Development for <i>California</i> 	<p>Asst. Supt., Director, Academic Coaches</p>	<p>6/11- 1/12</p>	<p>X</p>				<p>The district has five staff members who are trainer-of-trainers in the <i>California Treasures</i> professional development. With this many trainers, grade level appropriate</p>

	<p>Treasures.</p> <ul style="list-style-type: none"> •100% of all sixth grade teachers have now also completed this training. •When the Kern County Superintendent of Schools office schedules a grades 7-8 training, the remaining 5 teachers from the junior high will attend. 					<p>training was held over two weeks in June and July of 2011. The district currently has 17 teachers who still require this three day training. Dates have been set, and the district will be 100% complete by January, 2012.</p>
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2. Provide a continuum of professional development for teachers in ELA and mathematics, including intervention that will include: <ul style="list-style-type: none"> a. SB 472 trainings. b. Training in research-based instructional strategies appropriate for all students. c. Training on Universal Access support materials, including English learner support. d. In-classroom coaching support. 	The district developed a Professional Development Master Plan which includes the following: <ul style="list-style-type: none"> a. Percentage and identification of teachers who have attended or need to complete the trainings in SB 472, including universal access and support for ELs. b. Percentage and identification of teachers who have attended or need to complete district sponsored professional development in researched based instructional strategies. d. A coaching cycle monitoring log to identify teachers in need of support. 	Supt., Assist. Supt., Director of Student Services, Principals, Coordinators, Coaches	8/08	X				The following list details the percentage of teachers who have completed the SB 472 Trainings: <ul style="list-style-type: none"> •72% for RLA •32% for math •31% for ELPD b/c. The following trainings in research based strategies have been provided: <ul style="list-style-type: none"> •Explicit Direct Instruction •Content and Language Objectives •Focused Approach to Houghton Mifflin and Systematic ELD (Dutro) •English Learner Institute for coaches and administrators •Universal

	<p>MARCH 15 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Title III and math coordinators provided coaching to selected teachers in lesson study, delivery and content. •Research-based practices are currently implemented with fidelity in about 50% of the district's classrooms. DAIT recommends that the district administration review the efficacy of the coaching support being provided to teachers to ensure that principals and coaches collaborate and support one 	<p>Supt., Assist. Supt., Director of Student Services, Principals, Coordinators, Coaches</p>	<p>1/10</p>		<p>X</p>		<p>Access training through Reading First d.Coaches consult with the teachers, model lessons, and debrief with the teachers on a scheduled basis. This is recorded through logs that are turned in to the Principal on a monthly basis.</p>
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	<p>another's efforts toward full implementation of research-based practices.</p> <ul style="list-style-type: none"> •DAIT recommends that the district administrators consult with curriculum specialists to ensure full implementation of research-based practices related to strategic intervention and universal access for ELA. 							<p>JULY 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district is refining the classroom observation tool used by principals to monitor instruction. • The tool will include specific information with which to identify and support teachers with the greatest need. •The district has revised its process for providing academic coaching and support to teachers. 	<p>Superint., Asst. Supt., Principals, Coordinator</p>	<p>6/10- 8/10</p>	<p>X</p>	<p>The district administration and the DAIT reviewed evidence related to the continuum of professional development in April, 2010. The district is modifying its practices as noted in the 7-15-10 Progress Report.</p>
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	<p>NOVEMBER 15, 2010 PROGRESS REPORT</p> <ul style="list-style-type: none"> •The district has implemented a new classroom monitoring tool for principals to use during walkthroughs. It includes a plan of action to support teachers with greatest need. •The district has implemented a new weekly academic coaching log and schedule to enhance site-level monitoring of instruction. •The district devoted a full day of professional development to the implementation of universal access including the use of materials and the grouping of students. •At the bi-monthly collaboration day meetings, the district ensures that teams review student assessment data to meet the needs of all students including SWD's during UA time. 	<p>Supt., Asst. Supt., Principals, Coordinator</p>	<p>8/10-5/11</p>				<p>X</p>	<p>The district is more closely monitoring classroom instruction through its new monitoring tool and coaching log/schedule, which are substantially implemented. Through the work completed on professional collaboration days and with academic coaches and principal and district walkthroughs, universal access is now substantially implemented for all K-3 students. Grades 4-8 is now the District's focus.</p>
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	<p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Through closer monitoring by the district of classroom instruction, Universal Access in grades 4-6 has been substantially implemented. •With training in UA, core and intervention classes at the junior high now use grouping strategies to better provide UA. •All teacher teams now use common formative assessments and review data to plan and guide instruction during bi-monthly professional collaboration meetings. 	Asst. Supt., Principals, Coordinator	11/10- 6/11				Feb. 11	<p>During district walk-throughs in December, 2010, it was noted that UA in grades 4-6 is substantially implemented, and partially implemented in grades 7-8. The district has scheduled monthly visits to return, and site administrator walk-throughs are conducted weekly.</p>
	<p>MAY 2, PROGRESS REPORT</p> <ul style="list-style-type: none"> •Through closer monitoring by the district, the use of common formative assessments continues to require attention and is partially implemented. •Also through district monitoring, UA in grades 7-8 continues to be partially 	Superint., Asst. Supt., Principals, Academic Coaches	1/11- 8/11				May 11	<p>The district made a change in administration at the junior high to better support its shift to a more intensive instructional focus. Through this action, further training from the county office and reflective work with site principals, UA in</p>

<p>3. Provide a continuum of support to teachers delivering specialized instruction to students with disabilities and to teachers of English language learners, including:</p> <ul style="list-style-type: none"> a. Training in specific research-based strategies for students with disabilities and English language learners. b. All appropriate SB 472 trainings. 	<p>implemented.</p> <p>SEPTEMBER, 2011 PROGRESS REPORT</p> <p>•Common formative assessments are a continued focus of the district. The use of bi-monthly collaboration days will focus on their development in grade level or department meetings. This will include grades 7-8 at the junior high.</p> <p>The Professional Development Master Plan includes a continuum of support for teachers delivering specialized instruction for SWDs and ELs. Examples</p>	<p>Superinten, Asst. Supt., Principals</p> <p>Supt., Assist. Supt., Director of Student Services, Principals, Coordinators, Coaches</p>	<p>8/11-6/12</p> <p>8/08</p>	<p>X</p> <p>X</p>				<p>grades 7-8 and the use of common formative assessments will be substantially implemented by October, 2011.</p> <p>Through closer monitoring by the district, site principals will establish time at the bi-monthly collaboration meetings for grade levels and departments to write common formative assessments. They will be used along with the CST blueprints and district benchmark assessments to monitor student achievement of standards.</p> <p>As appropriate their assignment, Special Education teachers receive training in Corrective Reading. All special education</p>
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<p>c. In-classroom coaching support from staff with expertise in teaching English language learners and students with disabilities.</p> <p>d. Training on all district-approved curriculum materials with which they instruct.</p>	<p>include: Corrective Reading, SB 472, ELPD, RTI (See implementation notes for item 2 above)</p> <p>MARCH 15 PROGRESS REPORT •No new information.</p> <p>JULY 15, 2010 PROGRESS REPORT • 84% of all teachers have completed ELPD. •Teachers of SWD's have completed 2 PD trainings in Corrective Reading and Reading Mastery, Grades K-8. •4 SWD staff members have completed the Autism PD Series from the Kern County Superintendent of Schools Office and are now certified.</p> <p>NOVEMBER 15, 2010 PROGRESS REPORT •100% of staff will be trained in ELPD by January, 2011. •3 SWD staff members are attending the Autism</p>	<p>Asst. Supt., Director</p> <p>Asst. Supt., Coordinator</p>	<p>4/10-8/10</p> <p>8/10-1/11</p>		<p>X</p>	<p>X</p> <p>X</p>	<p>teachers were included in percentages for SB 472 in item # 2 noted above.</p> <p>The district will monitor the completion of all professional development activities for all teachers to ensure 100% completion by 1-1-11.</p> <p>The district has substantially implemented a plan to complete all of the professional development activities for staff by January,</p>
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	<p>professional development series from the Kern County Superintendent of Schools Office.</p> <ul style="list-style-type: none"> •ADEPT training was provided by the district to help guide the instruction of ELL learners, as well as behavioral intervention support for students with disabilities. <p>FEBRUARY 1, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •100% of the special education staff have been trained in ELPD. •100% of the special education staff grades K-6 have been trained in ADEPT. •100% of special education staff grades 2-8 have been trained in Standards Plus. 	<p>Asst. Supt., Coordinator</p>	<p>12/10- 1/11</p>				<p>Feb. 11</p>	<p>2011, for ELPD and Math, and June, 2011, for ELA.</p> <p>The District scheduled instructional materials professional development for both Math and ELPD beginning in December, 2010. All trainings scheduled to be completed by January 27, 2011. The ADEPT training was held in November, 2010. Staff in grades 6-8 will be trained in Standards Plus on January 12, 2011.</p>
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	<p>MAY 2, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •Special Education teachers of grades 5-8 have been trained in <i>Inside</i>, the intensive intervention program. •A learning center classroom will open at one of the elementary K-6 sites in August, 2011. 	Asst. Supt., Principals, special education staff	1/11- 10/11				May 11	<p>Teachers of SWD's in grades 5-8 are meeting to modify the pacing guides for <i>Inside</i>, the intensive intervention program. The pacing guides will include benchmark assessments and new report cards for students based on need. Data from current <i>Inside</i> assessments has shown a 5-10 point growth in student proficiency and enabled 6 students in grades 7-8 to re-enter into the core English language arts program. Four district staff have visited several neighboring district sites to observe a learning center classroom. Plans are in place to begin this model of special education collaboration with</p>
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	<p>SEPTEMBER, 2011 PROGRESS REPORT</p> <ul style="list-style-type: none"> •A learning center model of special education delivery began on the first day of instruction, 8/1/11. •All special day class teachers of students in grades 4-8 are using Inside, an intensive intervention program, for their core special education curriculum. 	<p>Asst. Supt., Principals, Special Education staff</p>	<p>6/11- 6/12</p>	<p>X</p>				<p>regular education in August, 2011.</p> <p>District staff at Bear Mountain Elementary have begun a learning center model / approach at their site for students in grades 4-6. Small group specialized instruction for both SWD's and regular education students is provided. Direct instruction based on student assessment data is planned for all students. The Inside program has substantially raised student achievement scores for SWD's in grades 4-8. The district showed a 7 point growth in ELA and a 21 point growth in Math for the SWD subgroup.</p>
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**California Department of Education
Template for Documentation of Local Educational Agency in Program Improvement Corrective Action
With Intensive Technical Assistance
Part II: Template for Documentation of Local Educational Agency Student Achievement Data and a Local
Educational Agency Report on Local Collection and Use of Formative Student Assessment Data**

County: Kern **Local Educational Agency:** Arvin Union Elementary

	2009 AYP		2011 AYP		Difference in % Proficient		District Assessments Used	Frequency of Use	How Programs are Measured	Latest Data Summary	Use of Data by Principals and Teachers
	English/language arts (ELA)	Mathematics	% Proficient ELA	% Proficient Math	% Proficient ELA	% Proficient Math					
LEA-wide	29.1	33.9	37.2	45.5	+8.1	+11.6	Curriculum embedded district benchmarks, skills assessments	6 weeks 9 weeks	Programs measured by student movement out of intervention, and student growth to higher instructional levels.	Skills assessment tests given every six weeks	Used during PLC meetings for instructional planning to determine strategic or intensive intervention students and to move students in or out of these programs.
Hispanic or Latino	28.7	33.9	37.1	45.6	+8.4	+11.7	Same as above	Same as above	Same as above	Same as above	Same as above

Socioeconomically Disadvantaged	28.5	33.4	36.4	44.8	+7.9	+11.4	Same as above	Same as above	Same as above	Same as above	Same as above
English Learners	26.6	32.8	32.2	42.7	+5.6	+9.9	Same as above, plus curriculum embedded benchmark ELD, ADEPT and Language Assessments	4-8 weeks	Movement of students between instructional levels and by movement on the CELDT	Language assessment given every 6 weeks, ADEPT 3 times per year	Used for instructional planning to determine language instruction strategies and lessons.
Students with Disabilities	15.1	17.5	22.9	37.8	+7.8	+20.3	District curriculum embedded assessments, or Corrective Reading placement and assessments as stipulated by student IEPs	4-8 weeks 2-4 weeks	Programs measured by student movement out of intervention, and student growth to higher instructional levels.	Given every 4-6 weeks	Used for instructional planning and differentiation and to determine movement to higher instructional levels
Statewide Targets	46.0	47.5	67.6	68.5	37.2	23.0	CST and CELDT	annually	Overall and subscores	CST-Spring of 2011 CELDT-mid-Sept., 2010	Summative, used to look at target growth, set goals, measure trends, patterns and set staff professional development training

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County: Kern **Local Educational Agency:** Arvin Union Elementary

	2007 AYP		2009 AYP		Difference in % Proficient		District Assessments Used	Frequency of Use	How Programs are Measured	Latest Data Summary	Use of Data by Principals and Teachers
	English/language arts (ELA)	Mathematics	% Proficient ELA	% Proficient Math	% Proficient ELA	% Proficient Math					
LEA-wide	21.2	26.0	29.1	33.9	7.9	7.9	Curriculum embedded district benchmarks, skills assessments	6 weeks 9 weeks	Programs measured by student movement out of intervention, and student growth to higher instructional levels.	Skills assessment tests given first week of Dec., 2009	Used during PLC meetings for instructional planning to determine strategic or intensive intervention students and to move students in or out of these programs.
Hispanic or Latino	20.8	25.5	28.7	33.9	7.9	8.4	Same as above	Same as above	Same as above	Same as above	Same as above
Socioeconomically Disadvantaged	20.5	25.3	28.5	33.4	8.0	8.1	Same as above	Same as above	Same as above	Same as above	Same as above

English Learners	17.0	23.9	26.6	32.8	9.6	8.9	Same as above, plus curriculum embedded benchmark ELD and Language Assessments	4-8 weeks	Movement of students between instructional levels and by movement on the CELDT	language assessment given last week of November, 2009	Used for instructional planning to determine language instruction strategies and lessons.
Students with Disabilities	6.7	11.9	15.1	17.5	8.4	5.6	District curriculum embedded assessments, or Corrective Reading placement and assessments as stipulated by student IEPs	4-8 weeks 2-4 weeks	Programs measured by student movement out of intervention, and student growth to higher instructional levels.	First week of December, 2009	Used for instructional planning and differentiation and to determine movement to higher instructional levels
Statewide Targets	24.4	26.5	46.0	47.5	21.6	21.0	CST and CELDT	annually	Overall and subscores	CST-Spring of 2009 CELDT-mid-Sept., 2009	Summative, used to look at target growth, set goals, measure trends, patterns and set staff professional development training