



**Arvin Union School District
Local Control and Accountability Plan
Every Student Succeeds Act (ESSA)
Federal LCAP Addendum**

Board approved June 18, 2019

STRATEGY

“The Arvin Union School District focuses on the educational, environmental, and emotional needs of our community with a culture of unity and a dedication to student success. We provide equitable educational services to enhance all students’ lives preparing for High School and beyond through a system of continuous improvement. We are accountable for financial stability, infrastructure maintenance, and developing staff capacity for the achievement of student goals with a common direction produced through Trust, Transparency and Teamwork.”

Focused on this vision developed during the 2018-2019 school year and using Fullan’s framework for Coherence, deepening learning and developing internal accountability will guide our actions to ensure measurable student achievement. This is echoed in our mission “Every Student Learning, Every Day, No Matter What It Takes” as we work to achieve our three LCAP goals:

1. All students attain increasingly higher levels of achievement on state standards through grade level, standards-based instruction and targeted support.
2. Provide a safe, nurturing environment with high quality facilities for students, staff, and the community.
3. Increase student attendance rates and engagement in school.

Data is collected each year, input is gathered from multiple stakeholder groups, and actions to address needs are reviewed at the district and site levels as they related to priorities identified. Action steps are then revised, added, or deleted with a focus on multiple plans including the LCAP, the LCAP addendum, and school site plans. With the LCAP master plan in place and funding allocated to action steps for each goal, areas of need remain which can be further supported with federal funds. This work is completed on an annual basis. The following are a summary of key items determined to enhance LCAP funds.

- Title I funds will be used to provide supplemental professional development and planning for strategy implementation and standards-based work. Schoolwide interventions, supplemental materials and experiences, and incentives for academic achievement and growth will target student needs. Homeless services will be provided as a set aside. Site-based parent involvement beyond the programs listed in LCAP will be supported through these funds.
- Title II funds will be used to ensure low class size.
- Title III funds will be used to support professional development, intervention, and supplemental materials focused on English Learners promoting deepening of strategy implementation.
- Title IV funds will be used to expand safety personnel, student mental health services, providing academic liaisons for after school, and support professional development.

Funds are allocated to each site based on student enrollment of socio-economically disadvantaged students for Title I.

Title II funds are split evenly among the 3 elementary sites.

Title III and Title IV are distributed through district level services.

Dashboard data over the last three years indicates growth which the district celebrates. Data informing our work for continued gains and prompting the revision of district plans includes the following :

A current Dashboard placement of Yellow districtwide and yellow or below for all student groups in Language Arts and Math indicate a need for strong first instruction, differentiated support, and intervention. In addition, although the student group of English Learners were placed at a Yellow level, a review of recent ELPAC outcomes indicate 28.6% were well-developed, 35.2% were moderately developed, 20.4% were somewhat developed, and 15.9% were at the beginning stage. Analysis of students' expressive skills in speaking and writing provide evidence that Designated and Integrated ELD instruction require further attention. Data from I-Ready provides even further evidence that reading and math levels overall are not at grade level.

Surveys and interviews completed with staff, students, and parents indicate a need for continued work on positive climate building and individual student attention is critical.

Multi-Tiered Systems of Support surveys completed at the site and district levels identified problems of practice for each of the above focus areas which have begun to be addressed through LCAP and further supported with federal funds.

Goal 1 requires a deeper clarity of purpose with guaranteed systematic interventions and extensions available to students. Collaborative, meaningful, differentiated instruction to ensure all students participate actively is necessary to practice and master grade level standards. Goal 2 requires focusing on respectful relationships, meaningful engagement, and implementing wrap around support for students at high risk. Parent involvement is critical to both of these goals in addition to Goal 3 as attendance at the elementary level is largely determined by parent actions and requires parent contacts.

ALIGNMENT

The Arvin Union School District aligns federal funds with activities funded by state and local funds through a comprehensive LCAP development process. The district is dedicated to providing a base program including equitable staffing and core materials at each site. Beyond the base program including staff and materials necessary to run the district and sites, academic and environmental/socio-emotional needs have been identified through data analysis and stakeholder input as part of the Local Control Accountability Plan development.

Priorities are set and resources assigned as district and site leadership, including the Chief Business Officer, review funding guidelines allocating least restrictive funds to meet needs beyond the base as a 2nd tier. Remaining 2nd and 3rd tier priority areas are reviewed for the assurance that dedicated federal funds supplement and extend the base, increased services of LCAP, and the varying requirements of Title I, II, III, and IV funds.

Goal 1. All students attain increasingly higher levels of achievement on state standards through grade level, standards-based instruction and targeted support. Goal 1 will be supplemented or enhanced through the following actions:

***Title I funds allocated to:

- additional personnel to support programs including After School, student services, and after school programs
- Provide funds to support a full time additional Academic Coach at the elementary sites
- Provide Teachers on Special Assignment to deliver targeted support to site staff
- Intervention Teachers providing direct services to meet the needs of students in language arts and/or math
- Professional Development focused on basic skills, reading comprehension, developing language, and supporting professional learning community grade level and department work in Language Arts/English Language Development, math, science, social studies, and 21st century skills to prepare students for college and career readiness
- Utilize student data for progress monitoring in a data cycle including grade level planning meetings
- Expanded After School Program staff, material availability, and online math curriculum
- Provide consumable supplemental materials for students and consumable planners and communication tools for family engagement
- Provide additional instructional assistants to work with identified students in the areas of language arts and math
- Provide funds to support a full-time Vice Principal at each site with a portion of time spent on direct services to students through intervention or socio-emotional individual or group work to support engagement and academic achievement
- Homeless services
- Uniforms are purchased for loan at site
- Supplemental field trips to support the educational effort and provide experiences students would not otherwise be exposed to
- Provide incentives for educational excellence and growth in the areas of language arts, math, and English language development
- Provide extra-curricular activities for students

***Title II funds allocated to decrease class sizes at impacted grade levels in the district.

***Title III funds allocated to:

- Teachers on Special Assignment supplementing core professional development for teachers of English Language Learners
- Provide additional instructional assistants to work with identified students requiring additional language development support

- Provide professional development and materials focused on English Learners

***Title IV funds allocated to:

-academic liaisons for the after-school program

- provide support for implementation of the Skooler Parent Portal with parents, staff, and students

Goal 2. Provide a safe, nurturing environment with high quality facilities for students, staff, and the community.

***Title I funds allocated to:

-Provide translation, childcare, and snacks for parent/family workshops

- Expand opportunities for parents to be involved in their child's education through supplemental workshops and activities

***Title IV funds allocated to:

-covering increased costs for KCSOS social workers to ensure continuation of services

- addition of hours for elementary campus supervisors and an additional campus supervisor at the middle school

Goal 3. Increase student attendance rates and engagement in school

***Title I funds provide:

- Overtime for district and site staff to conduct school workshops, home visits, or hold individual conferences with students/families to promote academic success

- Supplement base/LCAP funded PBIS implementation and attendance efforts with resources for Tier 3 intervention

Educator Equity

Arvin Union School District has an LCAP unduplicated percentage of 97.3%. Low-income and minority students are enrolled at each of our 3 elementary sites and 1 middle school site. According to DataQuest enrollment reports pulled 6/10/2019, site minority percentages are high at all sites ranging from 96.5% at El Camino Real Elementary to 98.7% at Bear Mountain Elementary and 97% at Haven Drive Middle School. Socioeconomically disadvantaged rates range from 92.3 at El Camino Real Elementary to 97% at Bear Mountain Elementary and 98.7% at Haven Drive Middle school.

Out-of-field teachers for low-income and minority students:

For the 2018-2019 school year, the district had one GELAP at the middle school for a single subject Language Arts which affected both low-income and minority 8th grade students. This has been remedied with the non-reelect of this teacher who was replaced with a permitted teacher. There will be no disparity in 2019-2020.

Inexperienced teachers for low income and minority students:

There is a disparity in experience of teachers among our school sites moving into the 2019-2020 school year. While we have focused efforts on ensuring Sierra Vista and Bear Mountain are assigned experienced teachers at higher rates than El Camino based on data, Sierra Vista will begin the year with 10.7% inexperienced teachers, Bear Mountain 18.6% inexperienced teachers, and El Camino Real 20.7% inexperienced teachers. The middle school has a 44% inexperienced teacher rate.

Ineffective teachers for low-income and minority students:

For the 2018-2019 school year, the district received documentation as part of the Williams review process indicating no mis-assignments and we do not project any for the 2019-2020 school year. There was no disparity.

In order to ensure no out-of-field or mis-assignments occur; certificated openings, new positions, and applicants are carefully reviewed by the Human Resources department, the Assistant Superintendent, and the Superintendent. Monitoring of credentials and certification is conducted and information used for placement. Qualifications reviewed include EL certification, BCLAD, subject area competency including single and multiple subject, subject area competency and Special Ed or specialist credentials.

The district strives to recruit and hire fully credentialed staff to serve these students with the support of a Human Resources Manager who, along with the personnel department, attends job fairs and posts positions in an attempt to attract credentialed teachers with a focus on BCLAD and English Learner certified instructors as well as single subject instructional staff. The teacher shortage has made this very difficult and the majority of the district's new staff are on provisional permits. The district recently

increased on-scale salary ranges in an attempt to compete with larger districts who are closer to the urban area.

Efforts have been made to allocate fully credentialed staff throughout schools and grade levels. Much clearer through review of staff experience and student demographics is the need to move beyond the focus on permits and waivers and look even deeper at the years of experience of our staff. The criteria of "inexperienced" including teachers with less than 2 full years of experience necessitates action over the upcoming years as positions are offered or staff moved among campuses for program needs. We will be working with the certificated union as transfer language within our current contract may impact disparity outcomes.

Active recruiting of certificated staff is supported by the Assistant Superintendent and the Human Resources Manager. New teacher induction and intern program completion for 1st and 2nd year teachers are supported through LCAP. A dedicated Teacher on Special Assignment is assigned to new teachers or those without a full permit. New teachers receive an additional two days of onboarding and monthly after school trainings specifically targeted at district strategy implementation, district procedures, and information to support attaining a full credential.

The Arvin Union School District engaged stakeholders in its process for identifying strategies for addressing discovered equity gaps through meetings with the certificated union during LCAP input to discuss staffing needs and during negotiations discuss contract language affecting staffing. In addition, stakeholders at the district and site administrative levels review a draft master staffing roster during the hiring period beginning in February to identify staffing needs and allocation of staff. District staff are in contact with local universities and have personal contacts to seek candidates that we can retain and are fast-tracked for experience from respective internships such as Kern Rural Residency and Mini-corp. District staff, board members, and parents provide strategies through meetings and conversations targeted to this topic.

Parent Involvement

The LEA parent and family engagement policy, guided by the state template, is reviewed each year as part of the District Advisory Council following collaboration with input from School Site Councils. The policy is reviewed, input provided, and updates brought before the board. This policy is printed in English and Spanish and sent home to all families. Parent Rights handbooks and school site parent handbooks are also distributed at the beginning of each school year.

Each site holds an annual Title I parent meeting in which site administrators review components specific to Title I programs. This is typically scheduled late in the afternoon prior to Open House and conducted in two sessions to support attendance of parents. Attendance at this meeting is supported by this schedule.

A component of the Family Engagement Policy and the Parent School Compacts is working together to improve the achievement of their children. School Site Councils and English Learner Committees provide formal input for these two documents. The district work with sites to identify specific goal areas based on input from Parent Surveys and input at meetings. District staff work with site program staff through regular meetings to provide coordination and technical assistance. Trainings are offered and attendance supported to build the capacity of schools in planning and implementing effective parent involvement activities to improve student performance.

Assessment and reporting information sent through a paper-based system has not been an effective 2 way means of communication. The district will be working with sites to expand opportunities to share information and receive feedback to continue a cycle of reporting and hands-on opportunities to access standards and achievement outcome expectations. This step is critical to parent understanding of the achievement needs of their students relative to standards-based performance and is a continuing concern for the district.

Site administrators and program staff share best practices as measured by Parent Surveys and attendance/feedback from events. These elements provide data to conduct a district and site annual evaluation of the effectiveness of activities. Identifying barriers to greater participation is a continuing discussion as a core group of parents attend governance and formal meetings, another set attend workshops, many more attend events, and yet a high percentage still report not participating in school functions. Student input this year has been instrumental providing ideas to promote attendance including more family based events and performances followed by workshops.

Parent conferences are held two times a year. The district and sites provide parent mini-workshops as components of governance meetings, during Coffee with the Principal, as part of AVID family nights, as targeted workshops by grade level or topic, and for attendance conferences. These workshops address understanding parent assessment reports, providing examples of grade level standards released questions and formats, interpreting report cards, and accessing district technology for intervention and extension. The district will further develop systems for ensuring parents understand reports and in the

upcoming school year will implement a district-wide parent portal to facilitate access and communication.

Materials and training are provided to support communication in regard to children's achievement including regular homework assignments and use of on-line intervention programs for literacy such as IReady and Accelerated Reader. Title I funds provide students at each site with daily planners/agendas, Kindergarten Round-up backpacks and materials to encourage parent participation with AVID organizational skills and academic content. Each site maintains a parent center where literacy training and use of technology are supported and foster parental involvement.

The district has provided each administrative team with a copy of the Family Engagement Framework – A Tool For California School Districts. This manual has been a foundation for site goal setting in regard to parent involvement and will be a focus of discussion with administrators and support staff including Family Resource Center Personnel, Student Success Facilitators, and Categorical Clerks. The district works to expand parent involvement in the implementation and coordination of parent programs. To supplement this, we look forward to further building ties beyond required governance and current LCAP plan through increased parent workshop opportunities especially in the areas of working with children on standards-based activities, literacy and math activities, Family STEAM nights, AVID nights, Back to School, Kinder Round-up, College information events, and Digital Citizenship funded with Title I funds. Additionally, Latino Family Literacy funded by Title III as suggested by parents will be provided.

The district will continue to schedule and hold, collaborative sessions related to district programs including Gifted And Talented Education (GATE), Special Education, Dual Immersion, Safe School Ambassadors, and AVID. Staff at the Family Resource Center and clerks at site parent centers work closely with parents to build relationships. It is our pleasure to host a licensed State Preschool at each of our elementary sites, district First 5 and Migrant School Readiness classes at Sierra Vista, and migrant preschool classes on Saturdays during the school year. These classes are continued on a smaller scale during district summer school. Preschool parents are involved in LCAP input for the district and hold regular PAC meetings.

Parent information related to school and parent programs, meetings, and other activities are sent home or posted in English and Spanish to support the high percentage of Spanish speaking families in the district. Many district positions are posted as bilingual preferred and translators are available.

In addition to regular agenda items including reports and discussions on data, goal setting and priorities, action steps, and budget; long term planning and reasonable support for parent involvement is facilitated through LCAP input held during these meetings and regularly scheduled Coffee with the Principal at each site. Also, a parent survey is sent home each year to gather parent input and opinions/insight to questions related to academic achievement, safety, engagement, and district planning items.

Blackboard connect, Facebook, flyers, newsletters, PAC meetings, and individual support are methods to promote informed participation.

Three District LCAP goals provide a comprehensive structure guiding discussions. Required components are layered alongside LCAP stakeholder input sessions to ensure engagement for all programs. Noted barriers affecting proactive communication and participation between home and school are time, language and desire for engaging activities. The district continues to utilize the Family Engagement Framework and stakeholder input to guide future activities.

SCHOOLWIDE PROGRAMS, TARGETED SUPPORT PROGRAMS< and PROGRAMS FOR DELINQUENT CHILDREN

SWP:

The Arvin Union School District and each school site conduct an annual needs assessment including data and stakeholder input. Previous goals are evaluated and realigned based on input from stakeholders. Action steps are designed to address student needs and logistics are fine-tuned for implementation. Funds are allocated to supplement base and LCAP actions. Our guiding framework is taken from Fullan's "Coherence" including: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability. Guiding our work are the 9 areas of focus from the Thoughtful Classroom Teacher Effectiveness Framework including: Organization, Rules, and Procedures; Positive Relationships; Engagement and Enjoyment; A Culture of Thinking and Learning; Preparing Students for New Learning; Presenting New Learning; Deepening and Reinforcing Learning; Applying Learning; and Reflecting on and Celebrating Learning. We are focused on Student Success Strategies including close reading, notetaking, higher level thinking, and collaboration with instructional strategies taken from AVID (Advancement Via Individual Determination) and Thoughtful Classroom Toolbooks. English Learner strategies selected support vocabulary acquisition and practice, support expanded writing through scaffolding, and organize information for comprehension through group activities focused on notemaking and summarizing. Learning time is extended through the use of instructional aides, intervention staff, and extended hours. Quality of this time is largely driven by school site implementation plans focusing on lead and lag metrics. Learning windows are created to guide units of study and lesson designs completed by collaborative grade level groups to promote grade level standards delivery by all staff. Curriculum is enriched or accelerated using concepts from The International Center for Leadership in Education focusing on Rigor and Relevance while delivering content. A Multi-tiered System of Support has been initiated to address students at high risk of not meeting standards. This includes Level 1 support including differentiation of instruction in the classroom, deployment of students for group instruction, computer assisted leveled learning through I-Ready and Dreambox. Level 2 includes small group instruction, opportunities for extra practice, support from instructional assistants, and intervention teachers, and learning labs. Level 3 includes intensive intervention for language arts and math as well as Student Study Team intervention steps.

TAS: N/A the district has no targeted assistance schools

Neglected or delinquent: N/A there are no students in community day school programs

TARGETED ASSISTANCE SCHOOLS

N/A the district has no targeted assistance schools.

HOMELESS CHILDREN AND YOUTH SERVICES

The district is dedicated to educational excellence for students experiencing homelessness and strives to meet their needs as they may differ on a daily basis.

The district's Family Resource Supervisor coordinates services for homeless children and youth. Medical needs are handled on a referral basis conducted by school nurses funded through base or LCAP funding. Family Advocates from the Family Resource Center have supported making contacts for food, medical and housing needs, helped complete paperwork or applications for resources, and work with the families as needed on a case-managed basis. In addition, school sites work to meet immediate student needs. Title I funding allows the Family Resource Supervisor to support enrollment, attendance, and success including provisions of daily hygiene items and uniforms to meet district dress code while at school. In addition, everyday clothing and undergarments may be provided to ensure basic needs are met. Academic support materials include backpacks and school supplies. Operation School Bell has provided donations of clothing and backpacks over the last few years as the Family Resource Center Supervisor maintains contact with this organization in Bakersfield. Transportation support to and from school funded by Title I may be provided in the form of contracted bussing, district transportation, and the district has investigated reimbursing mileage for parents that are able to provide transportation.

The district's Family Resource Coordinator holds the role of the Homeless/Foster Liaison to advocate for Homeless students and works closely with the Kern County Superintendent of Schools and neighboring or partner districts serving the student and family to identify students and coordinate services. The Homeless Liaison also provides training to Principals, secretaries, attendance personnel, support staff, and teachers on a yearly basis. The liaison meets with staff directly involved with identified homeless students. In addition, the district ensures updating of a written policy that supports the enrollment of homeless students and dissemination of the public notice of the educational rights of homeless students.

STUDENT TRANSITIONS

The Family Resource Coordinator will conduct yearly pre-school articulation meetings with Kindergarten teachers from each site to facilitate the transition from early childhood programs both in and out of the district. In addition, a summer Kinder Camp program may be funded by 21st Century. Sites will conduct Kinder Roundup events funded by Title I to familiarize students and families with their campus, classrooms, and teachers. Pre-screening events may be added this coming year to support teacher knowledge of student readiness skills to be funded through Title I.

Site administrators and AVID District Directors for Elementary and Secondary will help coordinate pre-school through Eighth grade vertical alignment of student success strategies at each site to promote articulation through the grades. These include but are not limited to; use of organizational tools, note-taking, and Depth of Knowledge questioning and responses. AVID articulation meetings will occur between elementary sites and middle school within the district along with yearly recruitment activities. Grade placement forms are completed each year by grade level teachers and provide vertical articulation information on academics and behavior for program placement.

6th graders transitioning to the middle school are bussed or take a walking field trip to the middle school campus for orientation and to meet staff. In addition, elective surveys for course schedules will be completed by 6th graders headed to the middle school and by existing 7th grade students moving to 8th grade. Morning and afternoon incoming 7th grade orientations are held in the late summer to support students transitioning from the elementary to the middle school. At this time graduation requirements, grading policies, schedules, and extra-curricular activities are explained in detail.

Middle school staff meet with Arvin High staff to facilitate the transition from the middle school within our elementary district to the secondary site which is part of Arvin High School. Eighth graders transitioning to the high school are invited to participate in a visit to the high school campus to hear site expectations and become familiar with club offerings. The high school also conducts a visit to the middle school site to meet with students prior to open enrollment. Eighth graders are enrolled in summer classes and academies at the high school prior to graduation promoting a smooth transition. Eighth grade graduation is held at the high school campus setting the stage for expectations of high school graduation four years in the future. In addition, the Superintendent or designee attends articulation meetings with the Kern High School District, county AVID District Director meetings, and Kern Pledge meetings. Conversations revolve around courses available, recruiting students for program placement, and student preparedness. These meetings transition to the work required to ensure participation in yearly summer school enrollment, data exchanges for class placement, and school attendance at rallies at the High School to promote attendance in clubs and career strand opportunities to identify student interests and skills.

Additional Information

Regarding Use of Funds Under This Part

The Arvin Union School District gifted and talented program (GATE) is designed to provide a challenging curriculum and instruction to gifted and talented students. The program is designed to offer a differentiated program for individuals or groups of gifted and talented students. Program services opportunities include cluster groupings, enrichment activities, and services for underachieving gifted and talented pupils. Students in grades Kindergarten through second grade demonstrating evidence of high performance capabilities are informally identified through review of student portfolios, local benchmarks, and teacher referral. They remain in the regular classroom and receive differentiation via flexible grouping and participation in extended activities. Gifted students in grades third through eighth are formally identified using multiple measures beginning with a referral to the program by district staff or parents. This is followed by a screening of existing records including the cumulative record, standardized assessment scores, district benchmarks and progress reports. Consent to further assess is requested of the parent prior to including verbal, nonverbal and total percentile scores from the Otis-Lennon School Ability Test (OLSAT). The GATE Program Coordinator, funded with Title I funds, organizes and reviews the initial screening process and assessment materials and determines the eligibility of the students. Once formally identified, gifted and talented students are clustered in a regular classroom setting, and receive appropriately differentiated curriculum from their teacher as their core program. Support from the GATE Program Coordinator is provided to teachers in the form of modeling and feedback for differentiated instruction and engagement. Extension activities include challenge problems, novel reading, oral language competitions, essay contests, debates, and research projects. Formally identified students are specifically encouraged to participate in Oral Language Festival, Spelling Bee, Battle of the Books, History Day, Science Fair, Speech contests, and other District and County events to extend and supplement their educational experience. Teachers supporting students preparing for these supplemental events are funded out of Title I.

The District funds a librarian assigned to support all sites and a library clerk for each school site through LCAP. LCAP funds are used to purchase library books on an annual basis and ensure a “mini” lab of computers is available in each library. The district librarian has created a website with multiple materials to support digital literacy and online research. Accelerated Reader has been purchased with licenses for all students through LCAP and sites provide incentives for growth as noted by this program. Library clerks provide reading experiences for students on a rotating classroom basis as well as supporting teachers with materials to support academic achievement.

Title II Part A

Professional Growth and Improvement

Professional induction for new teachers begins the first 2 days of their contracted year with district onboarding provided by the Superintendent, Assistant Superintendent, and a district Teacher on Special Assignment. All instructional staff participate in back to school professional learning each year with key focus areas identified through data from the year previous.

Teachers receive ongoing support with the support of site administration, Academic Coaches and District Teachers on Special Assignment. Monday banked-time is set aside for Professional Learning Community work among grade levels, departments, vertical alignment teams, and programs with a focus on group planning and evidence of student outcomes through work samples and observations. AVID institutes, and workshops/trainings aligned to specialty areas are provided to support teachers for advancement opportunities. As a supplemental layer to this work and to support outcomes, site teachers receive scheduled sessions of school leadership training from InnovateEd. These sessions include revisiting lag metrics and determining needs for student equity and performance, refining school implementation plans, and supporting leading from the middle with collaborative cultures. Protocols to guide cycles of inquiry are utilized. Staff members desiring to expand their role at the site are invited to participate as grade level leaders and to join district committees.

Professional induction for administrators begins with support to attain a Clear Administrative Services Credential aided by a district administrator providing induction counseling or work through a college program. Principals, Vice Principals, District Directors and Supervisors receive ongoing training and support with curriculum, instruction, assessment, budget, governance, personnel, and parent involvement through a series of ongoing district Administrative Council sessions, District Professional Learning Committee work, and one on one meetings led by district level personnel.

All district administrators and Teachers on Special Assignment participate in contracted Innovate Ed District leadership workshops funded by LCAP. This level of school leaders also attend trainings offered by Kern County Superintendent of Schools Office, and targeted outside workshops aligned to goals and programs and funded accordingly. In addition, each administrative site team has Principal coaching funded by LCAP.

The district's professional learning system promotes collective responsibility for improvement of student learning priorities through evidence-based collaborative inquiry cycles, building collective capacity, and managing complex change based on data from benchmarks, analysis of student work, and dashboard outcomes. A focus on student access and outcomes is guided by collaborative inquiry cycles and Learning Rounds which are conducted with discussions of problems of practice to overcome disparities.

Systematic use of the Thoughtful Classroom feedback tool promotes a focus on 4 cornerstones and 5 episodes of lesson implementation. In conjunction with identified school priorities, this ensures a focus on observing evidence of their student's efforts relative to standards, praising approximations, posing questions for reflection, and proposing ideas enables educators to acquire, implement, and assess improved practices.

Resources for professional learning include time – supported by beginning of year meetings, Monday banked time for collaboration, Tuesday site meetings, and planning meetings scheduled after school or with substitutes. Funds are another resource for which advanced planning and targeted use is key. Funds allocated to staff who directly require support or are trained to disseminate support are in place. Personnel including site administrators, program directors, teachers on special assignment, coaches, and lead learners provide a web of support accessible to all at any time.

These actions supported by aligned Innovate Ed improvement plans, School Site Plans for improvement, LCAP actions, AVID action plans and others all are focused toward the achievement of 3 district goals. Academics, welcoming environment, and attendance. Goals set for these plans provide targets to reach

pulling people together toward common outcomes. Each plan provides a level of support targeted to priorities with various levels of action aligned to state and federal funding sources.

Professional growth without student outcomes has no meaning. Dashboard data outcomes, lag and lead academic metrics (iReady, Read180, EL assessments), SWIS and behavior data and evidence of student work reviewed during classroom visits are key elements to define success. AVID self-studies, implementation of state standards surveys, Professional Learning Community Surveys, and PBIS/Multi-Tiered systems of support survey reviews provide insight to make adjustments in systems throughout the academic year.

PRIORITIZING FUNDING

Title II funds are prioritized to the elementary sites to ensure a class size ratio of no more than 30 per class in grades 4-6 as authorized under use of funds for impacted grade levels. Comprehensive support for professional learning is provided through base, LCAP, and Title funding (Titles I, III, and IV). Title II funds ensure district students have a class size conducive to learning based on structures and strategies in place for instructional staff.

Stakeholder input continues to stress the importance of low class size facilitating promotion of attainment of grade level competency through more direct contact between student, teacher, and parent. This feedback has been gathered during input sessions from stakeholders and guides our prioritization to the elementary sites where students may be displaced to another elementary if classes were full.

District enrollment ratios through the comparability report are examined yearly and indicate class sizes are comparable among elementary sites. Student displacement is minimized with the addition of the teachers supported through these funds.

ONGOING CONSULTATION

Professional learning is promoted by leading from the middle with consultation from the professional consulting group InnovateEd. Site and district staff also consult with county personnel particularly in the area of AVID and program implementation. Through these consultation meetings, district and site leadership teams identify needs through discussions regarding dashboard data outcomes, lag and lead academic metrics and evidence of student work reviewed during classroom visits. In addition; AVID initial self-studies, Butte County implementation of state standards surveys, SWIS and behavior data, and Multi-Tiered systems of support survey are reviewed. Identified strengths and needs are shared and plans made at the district or site level. Growth is measured by attention to the same measures above in terms of implementation and student outcomes on state assessments, district benchmarks and diagnostics, survey results, and observation. An area for growth is analysis of formative and summative data disaggregated by student group to ensure needs are targeted and addressed and not lost in the overall data picture.

Current initiatives are based on problems of practice initially identified through observation and feedback from survey questions and rubrics from the book “Learning by Doing”.

LCAP input sessions are personally conducted by district office personnel with targeted groups on a yearly basis. Ongoing input is gathered from teachers, paraprofessionals, administrators, academic coaches, teachers on special assignment, parents, and community members. A feedback form is provided with various categories several of which provide the opportunity to address professional learning. These and district surveys addressed below provide information to update professional development plans as they are completed on a yearly basis:

Butte County Survey - curriculum, standards, and professional learning

CCI/CSS – AVID surveys for systems, leadership, instruction, and culture

Multi-Tiered Systems of Support rubric – vision, leadership, support/collaboration, use of data, communication and engagement of stakeholders, equitable access to rigorous coursework

California Healthy Kids Surveys – safety, engagement, academics

Learning by Doing surveys – collaboration, use of data and assessments

TITLE III

PROFESSIONAL DEVELOPMENT

The district program design for English learners includes two models:

- Structured English Immersion with content instruction in math, science, language arts, social studies, PE, and the arts with a dedicated component of English Language Development focused on students at 2 levels – those with reasonable fluency and those not yet at the reasonable fluency level.

And

- Dual Language Immersion which is a language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language (Spanish) with the goal of high academic achievement, first and second language proficiency, and cross-cultural understanding.

All principals participate in ongoing professional development to support English Learners. Professional development focuses on a variety of topics including instructional strategies, program responsibilities, ELAC, DELAC, ELPAC administration, reclassification, and monitoring of student progress. Principals participate in, and deliver, professional development designed for teachers. Topics include Integrated/Designated ELD, responding to question types, focus on particular standards selected at the district level for focused attention based on assessment results, use of engagement strategies, and building academic vocabulary. Principals ensure dedicated time for Designated ELD with differentiated groups defined by grade level staff.

Title I site coaches receive training from, and with, district staff and Teachers on Special Assignment in order to provide direct support to grade levels during PLC, to support the development of learning windows during grade level alignment meetings, and to provide individual support to teachers following administrators setting expectations for implementation of the ELD program design and instruction toward ELD standards with strategy implementation.

Job duties for two district TOSA's, for the portion of their salary funded out of Title III, include providing supplemental professional development to instructional staff at all sites to ensure a deep working understanding of the components, content, and strategies appropriate for Integrated ELD and Designated ELD periods to ensure student groupings are differentiated, and designed to meet targeted levels of need with lessons focused on state English Development standards. This is additional professional development above and beyond what is provided by the Director of Curriculum and Instruction and/or site administrators for the required implementation of integrated and designated ELD and standards-based instruction. Initial ELD supports will utilize resources including Systematic English Language Development, Thinking Maps, Write from the Beginning, and Constructing Meaning as well as AVID resources for English Learners. Professional development to support structures for teaching and learning will be facilitated through site-based trainings from BELIEF, "Blueprints for Effective Leadership and Instruction" and Thinking Maps – Path to Proficiency for English Learners. The district will provide Professional Development using module components to support teachers of English learners. Training will be led by two district TOSA's, for the portion of their salary funded out of Title III, and will include all instructional staff (certificated and instructional assistants). This training is specifically focused on the needs of English Learners. Training will be planned during the regular work day and delivered during monthly instructional aide workshops and during after school workshops for teachers. Ongoing professional development will be embedded into leadership meetings and side-by-side coaching provided by district personnel (Title III TOSA's)

Classroom observations reflect a need for authentic student engagement with increased listening and speaking opportunities built into lessons to ensure students practice and independently use forms and functions at increasing levels of proficiency. Past CELDT and CAASPP scores for the subgroup of English Learners indicate a need for increased vocabulary knowledge and using text structures to support reading for meaning. Writing skills are of special concern as samples gathered during redesignation consideration and CAASPP/ELPAC writing observations indicate simple sentences, lack of expanded vocabulary, and multiple grammar errors. District based training provided by site administration and site academic coaches will be guided by the Write from the Beginning program and integrating this writing program with the district's Common Core Language Arts Programs. The structure of writing will be supported by ongoing support through afterschool workshops and coaching. Two district TOSA's, for the portion of their position funded by Title III, will further target this training focused on the needs of English Learners based on writing samples identified during redesignation decision making.

Programs and Activities

The LEA meaningfully consults with administrators through Administrative Councils, with teachers through EL leadership committee and grade level committees, paraprofessionals through monthly

papaprofessional workshops, specialized support personnel through department meetings and debriefs, and parents/community members through Coffee with the Principal/School Site Council, English Learner Committees for sites and districts. Parents are recruited for formal committees. Materials are translated and meetings are supported with interpreters. The district will be using more visual modes of communication (ie. videos) in the upcoming years.

The district has used paper-based surveys to gather parent input and electronic surveys with students and staff. Small group meetings, input sessions, verbal discussions and survey results conducted throughout the year at various times in the day provides flexible consultation with stakeholders.

The district shares uses of Title III funds at School Site Councils, District Advisory Councils, and English Learner Committee meetings. Lists of actions with aligned expenditures are shared. Dashboard data for the English Learner student group and ELPAC results as well as writing samples have been used to share effectiveness of action step implementation. Research on effective teaching strategies is shared with stakeholders through leadership teams and parent presentations.

Concerns identified by individuals or groups are compiled, discussed, and actions developed to address. District or site staff are assigned to investigate concerns, share insights, and provide explanations and plans to the group bringing the concern as well as the population affected.

Stakeholders have expressed strong desires for increased academic outcomes and higher re-designation rates for English Learners. Those active in the planning of current actions are pleased with intervention opportunities and wish for them to continue and be expanded. There is a significant group of stakeholders not fully informed as to the components of what their students need to become English fluent and desire more consistent, concise feedback and guidance.

Reasonable metrics for success are redesignation rates and domain outcomes as measured by ELPAC. Progress toward standard on CAASPP as measured by point gains are also measurable metrics.

Interim milestones tracked within the district are ELD standards-based district assessment outcomes scheduled for each grade level and district writing samples gathered each trimester and for redesignation. Teacher observation of student engagement and use of language during expressive activities aligned with ELD standards are milestone markers. IReady progress and interim assessment outcomes also indicate overall academic progress.

Performance data indicates outcomes but does not drive instruction or fully shine a light on what is being or not being done effectively. To examine the effectiveness of activities, exploration through observation of student behaviors is needed. Standards-aligned opportunities for performance during daily designated and integrated ELD must be reviewed for implemented.

Self-reflection indicates a need for improvement in the area of examination of data and evidence of student work being collected. Frequency of monitoring of performance and making adjustments to individual and group needs is critical to the success of our English Learners. Evidence of student work providing actionable data provides quality information however the quality of instruction is what we believe must be calibrated to ensure specific populations are addressed through differentiated instruction.

Participants indicate a desire for increased opportunities to partake in reviews of English Learner data with a focus on real life scenarios and implementation of improvement efforts.

English proficiency and academic achievement

Basic elements to ensure a structure for assisting English Learners to achieve in English begin with a district staff review of school site schedules to ensure dedicated time for Designated ELD. Learning Windows (unit overviews) are completed with components to support Integrated ELD.

Site staff will use “The Thoughtful Classroom” classroom observation tool to ensure lessons contain essential components supportive of language development as they design units and lessons. Site administrators will use “The Thoughtful Classroom” observation tool with an emphasis on student outcomes and providing guiding feedback for use of materials and instructional delivery/use of strategies for English Learners to ensure full implementation of the district ELD program design and delivery of high-quality language instruction.

Title III funded TOSAs will provide targeted coaching based on observed needs at each site and across the district to support staff to meet the needs of English Learners.

School site administrators, in conjunction with their school site teams, will develop goals focused on evidence of student learning. Implementation plans will facilitate instruction focused on modeling and expecting outcomes of increasing levels of proficiency. Evidence will be gathered during scheduled district-wide English Language Development and core subject benchmarks and site based grade level formative assessments. Evidence gathered will be the foundation for daily lesson planning to ensure student practice of listening, speaking, reading, and writing. Site administrators will present evidence of student work on a monthly basis as the district strives to ensure cycles of continuous improvement are in place. School administrators will present data and evidence of student work to the board twice yearly. Site led walkthroughs will be conducted on a monthly basis at each campus to share evidence of content area instruction for effective implementation of Integrated ELD and observe English Development instruction for evidence of Designated ELD. Feedback will be provided with the intent cyclical visits will provide evidence of progress toward full implementation and visible evidence of student learning indicates growth over time.

The Superintendent, Assistant Superintendent, Director of Curriculum, and Teachers on Special Assignment will participate in a minimum of eight district meetings where site administrators provide evidence of student work. District staff and Title III TOSAs will support site administrator planning and delivery of professional development and coaching cycles for grade levels based on evidence noted. Enhanced district support including coaching, resources, and suggestions for materials use will be provided at site request or when lack of progress is noted.

TITLE IV

The district reviewed California Healthy Kids Surveys, attendance data, social worker services for the previous year, suspension and expulsion data, city demographic data, referrals to Alternative Learning Academy and program enrollment to conduct our needs assessment.

To support the educational and safety needs of our students, the district partners with Boys and Girls Club of Bakersfield, Kern County Superintendent of Schools, Clinica Sierra Vista, Kids Code, DreamBox, and Southern Kern Expanded Learning Network to support after school programs and provide socio-emotional support to our students.

ACTION STEPS:

PROVIDING STUDENTS WITH A WELL-ROUNDED EDUCATION

To support the educational and safety needs of our students, the district operates an after-school ASES program at each of our four school sites and 21st Century programs at two sites. Funding of these programs provides on-site staff at 20 to 1 ratios and office staff to run the programs. We have expanded to include the LCAP funded DreamBox Learning for Math Intervention program with staff funded through Title I. We have also just received the Kids Code Grant for all four school sites. Currently, we partner with Boys and Girls Club of Bakersfield to provide classroom tutors funded by ASES and 21st Century. Tutors from this program come with very little pre-training and do not necessarily have any other connection with Arvin or our schools. Title IV funding would provide site-based teachers the opportunity to work directly with tutors and students to support project-based learning, homework support, and model implementation of AVID skills alongside the tutors from Boys and Girls Club.

SUPPORTING SAFE AND HEALTHY STUDENTS

*The district currently contracts with the Kern County Superintendent of Schools Office to provide Social Workers at each of our school sites. The cost of this has increased dramatically this year as the current staff have moved from Masters of Social Work Interns to fully prepared Social Workers. The additional funds from Title IV will allow us to continue to fully staff all four school sites covering the cost that had been budgeted in LCAP for the 2019-2020 school year and hopefully beyond. Social Workers provide behavioral interventions, aggression replacement training, Girl's Circle, My Journey Grief Groups, Parent Project, suicide awareness, grief support, and have facilitated a variety of activities to support the school sites. In addition, their contacts have linked families to other direct services including Clinica Sierra Vista Counseling, the Arvin Family Resource Center, and the EDGE program among others. They conduct risk assessments and hold conflict mediations.

*Elementary Campus Supervisors currently work a four-hour day and there is one full time middle school Supervisor. They focus on the development of healthy, resilient, and productive citizens. Title IV funds add two hours for elementary and a new 4 hour person at the middle school to meet with students focusing on PBIS modeling, restorative circles and restorative practices, relationships will be strengthened and positive interaction supported.

TECHNOLOGY

Title IV funds will provide training of the new parent portal to ensure initial implementation of a platform to promote school-wide collaboration with assignments and assessments at the district, school, and staff level. Training will focus on engaging staff to empower students with a tool to support educational outcomes including sharing and collaborating on projects to use digital technology to provide the experience of using Teams, Word, Excel, Powerpoint, and OneNote that will be used later in the working world. The layer of training focused on using the Skooler platform to promote student engagement and use of digital technology is a step toward implementation of technology district wide which is critical to ensure equity for students as they will compete in a workplace expecting technological skills and collaborative work habits. Training will focus on engaging staff to empower students with a tool to support educational outcomes including sharing and collaborating on projects to use digital technology to provide the experience of using Teams, Word, Excel, Powerpoint, and OneNote that will be used later in the working world. The layer of training focused on using the Skooler platform to promote student engagement and use of digital technology is a step toward implementation of technology district wide which is critical to ensure equity for students as they will compete in a workplace expecting technological skills and collaborative work habits.

INTENDED OUTCOMES

1. Maintain a district suspension rate below 3% and an expulsion rate below 0.3%
2. Student responses to School Connectedness will increase 2% at all sites as measured by the CHKS
3. Student responses to Academic Motivation will increase 2% at all sites as measured by the CHKS
4. Current alcohol and drug use numbers will be maintained or decrease as measured by the CHKS
5. Being pushed or being in a fight will decrease 2% as measured by the CHKS
6. Meaningful participation will increase 5% as measured by the CHKS
7. High expectations will increase 2% as measured by the CHKS
8. Mean rumors spread about you will decrease 2% as measured by the CHKS
9. Truancy at the middle school will not exceed 18% as measured by the Attention to Attendance mid-year report for the 2019-2020 school year.

Review of data will be conducted yearly with end of trimester reviews summarizing ongoing observations of actions.