

District Name: Etiwanda School District

CD Code: 36-67702

## LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit an electronic copy of your completed LEA Plan Addendum to CDE at [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov). If you have any questions regarding the LEA Plan Addendum, please contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [JMatranga@cde.ca.gov](mailto:JMatranga@cde.ca.gov), or Jane Liang, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [JLiang@cde.ca.gov](mailto:JLiang@cde.ca.gov).

The LEA Plan Addendum must be submitted to the CDE no later than Wednesday, April 19, 2017. The LEA Plan Addendum should:

1. **Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.**

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

### Needs Assessment

1. Analyze the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Review why the prior LEA Plan was not successful.

## Results of Assessment

### **Strengths**

1. District-wide data reviewed by the Local Control and Accountability Plan (LCAP) Advisory Committee indicates a high quality instructional program is in place in schools and the effective use of data analysis. Program Improvement designation is a result of a penalty for exceeding cap on administering the California Alternate Performance Assessment (CAPA) and as a result eight (8) proficient students were "neutralized" or not counted as proficient in the 2013 AYP calculation. The number of EL students scoring proficient met Safe Harbor AYP in 2013; however, when three (3) students were neutralized, the English learner subgroup population did not meet Safe Harbor AYP.
2. Teachers and administrators are provided with time to collaborate on student achievement (non-student days, minimum days and preparation periods). During this collaborative time, teachers review student achievement and adjust instruction in the classroom to meet the needs of all students.
3. State Board adopted materials are available to all students.
4. Diagnostic and interim assessments monitor student achievement and provide teachers and administrators with information and resources to address deficits.
5. English Learners make progress towards language proficiency and reclassification rates, exceeding AMAO criteria.

### **Needs**

1. Findings from the district-wide data analysis indicate a need for academic intervention in the area of mathematics.
2. Findings from the district-wide data analysis indicate a need for academic intervention in the area of reading.
3. Self-assessments indicate the need for professional development for teachers in providing designated instruction during universal access time.
4. Self-assessments indicate a need to refine Multi-Tiered Systems of Support (MTSS) and improve the intervention support provided prior to special education referral.

### Academic Priorities

1. Closing the achievement gap for state identified groups of students using designated instruction during universal access time.
2. Provide extended day intervention to at-risk and non-proficient students.
3. Set achievement goals for at-risk students and monitor academic progress through the use of data management software and professional learning communities.
4. Implement effective small group instruction and resources during designated universal access time.
5. Provide administrators and teachers with professional development in researched-based instructional strategies, integrated instruction, remediation, and literacy.

### Prior LEA Plan

The LEA Plan has been successful in meeting student needs; however, there are some areas where it can be improved, including: professional development in the area of designated instruction for at-risk students, language development for English learner students, and research-based intervention for at-risk English learner students. Careful analysis of achievement data and close monitoring of student progress is key to our success and will continue to improve our programs and services.

## **2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.**

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/taclay/aypreports.asp>.)

CAASPP Standards Met/Exceeded for English learner students in ELA: 39%  
CAASPP Standards Met/Exceeded District Average in ELA: 64%

CAASPP Standards Met/Exceeded for English learner students in Math: 39%  
CAASPP Standards Met/Exceeded District Average in Math: 54%

An achievement gap exists for English learner students in ELA and Math

The Annual Measurable Achievement Objectives (AMAO) for English learner subgroup include:

AMAO 1 TARGET: Percentage of EL students will meet or exceed state/federal targets for learning English MET for 2015/16 with 71.4% of EL Students attaining target (11 points over federal target of 60.5%)

AMAO 2A & 2B TARGET: Percentage of EL students will meet or exceed state/federal targets for English proficiency  
2A - MET for 2015/16 with 40% of EL Students attaining target (16 points over federal target of 24.2%)  
2B - MET for 2015/16 with 64.9% of EL Students attaining target (14 points over federal target of 50.9%)

AMAO 3 TARGET: Percent of EL students will meet or exceed state/federal AYP targets of 98% or above participation rate for state-wide testing in English-Language Arts and Mathematics

EL students MET 2015/16 Adequate Yearly Progress (AYP) in the area of Language Arts (99% participation rate) and Mathematics (99% participation rate).

**3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.**

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

LEA will adopt and train teachers to use the Wonders and Study Sync ELA texts, including the designated instruction supports for English learners and differentiated instruction for students with disabilities.

All teachers in the Etiwanda School District are highly qualified, CLAD trained and provide sheltered instruction using SDAIE strategies to all EL students in the classroom. The LEA will provide training to refine SDAIE and integrated instruction strategies.

District English Language Learner Specialist will provide continued support of administrators and classroom teachers in providing the best first instruction and remediation for under-performing students.

Site English Language Learner facilitators will meet regularly to collaborate on effective practices and consistency in service throughout the district.

Special education inclusion practices will increase the amount of time students with disabilities are mainstreamed into the general education classroom.

LEA will provide two non-student days and other release time (minimum days and prep periods) for collaboration and planning to meet the needs of English Learners and students with disabilities.

LEA will increase support to teachers in the use of technology as a tool to support high quality instruction.

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/tl/statesassesspi.asp">http://www.cde.ca.gov/ta/tl/statesassesspi.asp</a> .)			
1. The LEA will provide intervention in the area of English/Language Arts and will monitor the progress of students.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague Site Administrators	Fall session or Spring session	\$25,000/ General Fund
2. The LEA will revise the Multi-Tiered Systems of Support (MTSS) plan, then work with site administrators on implementing their structures and services.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague and Special Education Director, Beth Freer	August-May	No cost
3. The LEA will provide support in the implementation of the inclusion model for students with disabilities.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague	August-May	No cost
4. The LEA will provide supplemental instructional services to at-risk English learner students, i.e. Newcomer, Long Term English Learner (LTEL), and students at risk of becoming LTEL.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague and Program Specialist Instruction Sherri Carmean	August-May	\$50,000/ Title III General Fund

<p>5. The LEA will provide release time for general education teachers and special education teachers to analyze and monitor the academic progress of students with disabilities.</p>	<p>Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague and Special Education Director, Beth Freer</p>	<p>August-May</p>	<p>\$10,000/ General Fund</p>
<p>6. The LEA will monitor student progress through on-going collaborative meetings with site administrators.</p>	<p>Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague</p>	<p>August-May</p>	<p>No cost</p>

**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
1. The LEA will develop a Haiku page to support teachers of English Learners with resources and strategies for integrated and designated instruction.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague and Program Specialist Instruction Sherrl Carmean	August-May	No cost
2. The LEA will provide professional development for teachers and paraprofessionals in the use of effective language development instruction and literacy for English Learners.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague	August-May	\$81,000/ General Fund
3. The LEA will provide professional development in implementation of state standards, literacy, language development, instructional technology, assessment, and classroom engagement structures that build positive interdependence, individual accountability, equal participation, and simultaneous involvement (PIES) through Kagan Cooperative training modules.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague	August-May	\$280,000/ Title I General Fund
4. The LEA will provide a literacy coach to Title I schools to support the implementation of an effective literacy program and remediation for under-performing students.	Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague	August-May	\$85,000/ Title I



**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.		Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1. Extended day intervention program in the area of language arts/reading for under-performing and at-risk students.		Assistant Superintendent of Instruction and Pupil Services, Charlayne	Fall Session	\$25,000	LCFF Supplemental
			Spring Session		
2. Online reading remediation program in language arts/reading in use during extended day intervention program.		Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague		\$2000/Title I Site	LCFF Supplemental
		Site Administrators			

**7. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.		Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1. Parent Education learning opportunities at schools provide support for student learning at home.		Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague	August October February	School site costs vary	Title I LCFF Supplemental General Fund
		Site Administrators			
2. Parent surveys are annually administered and results used to improve district educational programs and services.		Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague	August- May	\$1500	General Fund
		Site Administrators			
3. Parent Engagement supported through on-going family events at school sites, including Back to School Night, Open House, Family Fun Nights, Founders Day events, Battle of the Books, and theater and musical performances.		Site Administrators	August- May	vary	General Fund



<p>4. Parent representatives serve on PTA/PTO, School Site Council (SSC), District Advisory Council (DAC) and District English Language Advisory Councils (DELAC).</p>	<p>Assistant Superintendent of Instruction and Pupil Services, Charlayne Sprague</p>	<p>August-May</p>	<p>\$0</p>	<p>No cost</p>
<p>5. Wide variety of parent volunteer opportunities available at each school site, including organized programs such as Watch Dogs, PTA/PTO and Renaissance Recognition.</p>	<p>Site Administrators Site Administrators</p>	<p>August-May</p>	<p>School site costs vary</p>	<p>School Site Budgets/General Fund</p>

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** ETIWANDA SCHOOL DISTRICT

**County District Code:** 36-67702

**Date of Local Governing Board Approval:**

**District Superintendent: Superintendent:** DR. SHAWN JUDSON

**Address:** 6061 EAST AVE.

**City:** ETIWANDA

**Zip Code:** 91739

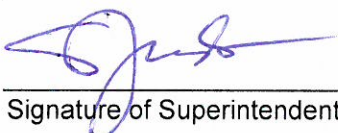

**Phone:** (909) 899-2451

**FAX:** (909) 803-3025

**E-mail:** shawn\_judson@etiwanda.org

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:**

	<b>Shawn Judson</b>	<b>March 9, 2017</b>
Signature of Superintendent	Printed Name of Superintendent	Date
	<b>Mondie Taylor</b>	<b>March 9, 2017</b>
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.