

District Name: Chowchilla Elem SD

CD Code: 20-65193

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary 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 Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
We are still operating within the confines of our most recent LEA plan and are showing gains each year. Teachers utilize best practices at each grade level with the Common Core Standards for instructional guidance. Required ELA and math minutes have been established at each grade level. Highly qualified teachers receive ongoing professional development on the topics of ELD, reading, writing and mathematics during a portion of their weekly collaboration time. Coaches work with grade level teams bi-monthly on research based strategies to improve embedding content across reading, writing and mathematics. Benchmark assessments have been created which allow teachers to collect and analyze data in order to best determine areas needing further remediation. The results from completing our District Assessment Survey (DAS) have found data disaggregation and the use of data to drive instruction as areas of greatest need. Funding has been allocated to insure continued work in these areas.	Assistant Supt. Director of English Learner Services Site Administration Teachers Coaches	August 2015 – August 2018	No additional cost as these elements reside under the current LEA Plan	

<p>Five years ago it was determined that instruction in writing was lacking. Students scored below their state and county counterparts in writing strategies, conventions and application. The District Assessment Team again aligned power standards by grade level and created rubrics to monitor student performance. Staff indicated that training was needed to gain instructional strategies to effectively launch a writing block ranging from 30 minutes in kindergarten to 55 minutes or more in grades 5-8. Two year long writing trainings and a summer workshop have been provided resulting in writing as a focus across the district. Although the focus is in its infancy, 2011 CST data reflects a surge in the number of students scoring an 8 on Writing Application from 17 district-wide to 112 students. We have continued that progress.</p>	<p>Assistant Supt. Dir. of EL Services Site Administration Teachers</p>		<p>No additional cost as these elements reside under the current LEA Plan</p>	
<ol style="list-style-type: none"> 1. Each month grade level teams meet to review student writing samples. 2. Areas in need of strengthening are chosen and mini-lessons are created collaboratively by the grade level team. 3. Writing samples are reviewed after the lessons are provided and students have had the opportunity to create another writing sample. 4. Teachers work to refine the best practices which rise to the top. 5. The Assistant Superintendent is modeling / coaching writing instruction at a school site. 	<p>Assistant Supt. Site Administration Teachers</p>	<p>August 2015 – August 2018</p>	<p>No additional cost as these elements reside under the current LEA Plan</p>	
<p>CARE – Writing, ELD Embedding core content is the most recent focus of writing. Research supports utilizing core content vocabulary into writing instruction to better anchor the content concept for students. English Learners, as well as, native English speakers benefit from this approach. Most teachers have attended trainings geared to improve student access to core content concepts in an effort to “fill the cart” for writing assignments. As students become better writers, revision and editing skills will continue to improve through focused instruction and application.</p>	<p>Assistant Supt. Site Administration Coaches Teachers</p>	<p>Summer of 2015-2018</p>	<p>No additional cost as these elements reside under the current LEA Plan</p>	
<p>Develop and Implement Summer CARE (Content Accessed through Repeated Exposure) Academy Lab.</p> <p>Provide Bussing to Summer Academy</p> <p>Invite migrant students and a cross sample of other students by grade span K-2, 3-4, 5-7 to a summer session. Class sizes of 20-25 students, pay teachers, custodial and materials</p> <p>In the past, CARE trained teachers presented lessons within the lab classrooms with approximately 40 teachers attending the trainings. Currently staff are paid to continue the development of materials for their CARE lessons. Extra pay for participating staff.</p> <p>Provide on-going support 4 times each school year. Repeat CARE Summer Academy support</p>	<p>Assistant Supt. Site Administration Teachers Coaches</p> <p>Materials /Food and Consulting</p>	<p>Summer of 2015-2018</p> <p>October and January or 2015-2018</p>	<p>\$46000 \$6944</p> <p>\$6056</p> <p>\$13000</p>	<p>Migrant Funds LCFF</p> <p>Title III</p> <p>Title II</p>

<p>MATH CGI trainings are in place for grade levels K-2 and 5-8. We are providing training in conjunction with CSU Fresno in the use of CC aligned CGI instructional strategies. The data from the past few years has demonstrated o growth in student understanding of number sense, increased perseverance, and problem solving abilities, in addition to an increase in student confidence.</p> <p>Current plans include <u>K-2 – Focus on Number Sense</u> Training is renewed this summer and throughout the school year. Summer – 4 day CGI training in Lab-type setting with primarily Migrant and EL students. CSU Fresno Support</p> <p><u>Throughout School Year – 2 Monday PD each month will focus on CGI</u> math Instructional Strategies and the review of student work samples. Staff will increase their effectiveness at using knowledge gained in studying student work to drive future instruction.</p> <p><u>Grades 5 through 8 – Focus on Ratio and Proportion</u> Training begins this summer on the Making it REAL (SLOPE) grant with a 5 day training and will continue throughout the school year. The focus of the training supports the application component of math into the lesson concepts covered during the year.</p> <p>Throughout School Year – 2 Monday PD each month will focus on CGI math Instructional Strategies and the review of student work samples. Staff will increase their effectiveness at using knowledge gained in studying student work to drive future instruction.</p> <p>Reading <u>Third & Fourth Grade Reading</u> Lit Circles has been chosen as the area of focus for the Reagan Campus. Summer - Staff have a 4 day training scheduled during the summer to train on the use of Lit Circles. Research shows that outside of class reading is critical to success of an EL student. Staff will learn strategies to better engage student in reading School Year - 2 Monday PD sessions a month will focus on learning strategies for utilizing Lit Circles effectively. Needs will be determined through student work samples.</p> <p><u>District EL SECRETARY</u> – Supports communication of student information and needs with parents and site staff</p> <p>Classroom Aide Support at each site</p>	<p>Assist Supt Site Administration CSU Fresno Math Coach Teachers</p> <p>Assist Supt Site Administration CSU Fresno Math Coach Teachers</p> <p>Assist Supt Site Administration CSU Fresno Madera COE Math Coach Teachers Sub Costs</p> <p>Assistant Supt. Site Administration Teachers from 3rd and 4th grade</p> <p>Sub costs</p> <p>District</p> <p>All Schools</p>		<p>\$41000</p> <p>Already Listed</p> <p>Already listed (\$32000) Making It REAL grant funding</p> <p>\$74000</p> <p>\$16000</p> <p>\$8000</p> <p>\$500</p> <p>\$8853</p> <p>\$27167</p>	<p>Title I</p> <p></p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>LCFF</p> <p>Title III</p> <p>Title III</p>
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>In <u>READING</u>, increase non-fiction to 70% of the material read by the time our students reach Wilson Middle School. The comprehension assessments have been reworked to incorporate multiple articles calling for students to compare and contrast content.</p> <p>Fourth grade - Middle School English Teachers are making the move to incorporate Common Core type lessons <i>combining multiple pieces of non-fiction for a single writing purpose</i>. The lead teacher is attending the <u>UC Writing Project</u></p> <p>K through 3rd grade teaches are incorporating non-fiction texts into Guided reading</p> <p>In <u>WRITING</u>, we use <u>Lucy Caulkins' Units of Study as a base for writing instruction</u>. Student growth is evident based on data collected from writing rubric scoring done at each benchmark. Teachers are sharing student writing samples and working to calibrate scoring. Mini -lesson concepts are coming from these conversations. Students are immersed in writer's workshops across the district, as they work to meet criteria set through grade level rubrics. Writing and reading are more closely woven, as modeling author texts is utilized throughout Caulkins' work.</p> <p>2X45 hour / year long Writing trainings – Lucy Caulkins Review/Score Student Writing Samples – twice each month Model Caulkins Writing Lessons twice a week in classrooms to build capacity</p> <p>In <u>MATHEMATICS</u>, Districtwide has shifted to the use of Cognitively Guided Instruction (CGI). Trainings for CGI have been outlined above in # 1</p> <p>At the Middle School, we have replaced teachers who did not yet have cleared credentials.</p>	<p>Assistant Supt. Site Administration Coaches Teachers</p> <p>Assistant Supt. Site Administration Teachers</p> <p>Assistant Superintendent Teachers Coaches Principals/ Teachers</p> <p>Assistant Superintendent Teachers</p> <p>Assistant Supt. Site Administration</p>	<p>August 2015 August 2018</p> <p>Dec. 2011 August 2015-18 August 2012-18</p> <p>Began August 2006</p> <p>June 2016-17</p>	<p>No additional cost as these elements reside under the current LEA Plan</p> <p>No additional cost as these elements reside under the current LEA Plan</p>	

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>We have taken the DAS and APS. Parents and staff alike appreciate the opportunity to discuss student achievement and provide input for improvement. The DAS reported the District's lower salaries as one of the areas most in need of consideration. CESD now has among the highest salary schedules in the county. CESD continues to have the benefits of class size reduction, secure teaching positions without layoffs, vital professional development opportunities and classroom budgets which have not dropped. <u>G6, analyzing student data to inform instruction is the only other item to fall within the High Importance and Low Performance.</u> This item has become a focus throughout the district . Using data collected from student writing samples by grade level teams is used to determine mini-lessons for tomorrow's instruction.</p> <p>Site staff discussed Staff Development Mondays to refine and implement a plan to remedy their own issues. Some key issues brought forward were:</p> <ul style="list-style-type: none"> Re-teaching tools utilized through Data Driven Classroom Assuring the alignment of the desired measureable outcome to the assessment created for the given standard Using information gleaned through data chats to inform tomorrow's classroom instruction. <p>The results from the APS in conjunction with CST results show writing and mathematics instruction as areas of need.</p>	<p>Assistant Supt. Site Administration Teachers</p>	<p>August 2010 – August 2018</p>	<p>In Plan Above</p>	
<p>Writing – Writing abilities across the district have shown amazing improvement over the past 5 years as a result of the focus given and the use of Lucy Calkin materials. We are continuing to refine our instructional practices based on student writing samples analyzed. The addition of coaches have helped greatly.</p>	<p>Site Administration Teachers Coaches</p>	<p>August 2010 – August 2018</p>	<p>In Plan Above</p>	
<p><u>Math</u> – Cognitive Guided Instruction provides teachers and students with the ability to solve problems in a variety of ways without forcing one particular method. Students learn number sense to a greater degree which is foundation for all math to follow. Opportunities to share the process used to solve a problem with teachers and peers instill a sense of confidence. Teachers are able to use these opportunities to share and glean information about a child's depth of understanding on any given problem.</p>	<p>Site Administration Teachers Coaches</p>	<p>August 2006 – August 2018</p>	<p>In Plan Above</p>	
<p><u>Increasing the school day</u> – After school interventions focused on math, reading or writing (based on student need)</p>	<p>Site Admin Teachers</p>	<p>2015-2016</p>	<p>\$14344</p>	<p>Title III</p>

5. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- If Title I only: Complete 6b
- If Title III Year 1: Complete 6b
- If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
- X If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

b. *Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).*

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The last years' state data showed that our English Learners met the CST ELA Safe Harbor targets in all but one school. In mathematics we had two schools which failed to meet the CST Safe Harbor targets. EL progress in Language Proficiency as measured by the CELDT continues to outpace our projected targets.</p> <p>ELA - Wilson Middle School has redesigned the EL support process for struggling student while deepening the ELA/ELD instructional content. Vocabulary and reading comprehension support and progress monitoring were strengthened. The goal became to reduce the number of students matriculating to the high school as an EL. This year's count of ELs reduced to 19 from 29 students last year. Two years ago the count was 35 students.</p> <p>Math – Fairmead and Wilson Middle School did not reach the NCLB targets and failed to make Safe Harbor. CGI was moved into these campuses in an effort to better support the mathematical understanding of all students. The Daskala assessment will be used through the Making It REAL grant trainings this year. Our goal is to have students qualify for ALG 1 or Geometry as Freshman through the Daskala assessment.</p>	<p>Assistant Supt. Site Administration Teachers</p> <p>Assistant Supt. Site Administration Teacher Coaches MCOE Grant Staff</p>	<p>August 2015 – August 2018</p> <p>August 2015 – August 2018</p>	<p>No additional Costs – Position was previously funded</p> <p>In Plan Above</p>	

6. Incorporate, as appropriate, activities before school, after school, during the summer, and 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
<p>Summer School -Summer CARE Academy serves the majority of our Migrant students, many of whom are EL, in addition to serving students struggling in ELA and/or mathematics. Classrooms are set up as labs for our staff development trainings in Project Glad type strategies. Content is taught through the strategies and then reworked as the content for writing lessons.</p> <p>Two hours of each day is spent on language arts with another two hours devoted to mathematics. CGI lessons will be used to engage students in mathematics with problem solving and real-world applications.</p> <p>After School Interventions for math and ELA/ELD</p>	<p>Assistant Supt. Site Administration Teachers Coaches</p>	<p>June 2015</p> <p>Already Listed</p>	<p>\$Already listed</p>	

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
<p>Family Clubs have become a collaborative effort rather than having a few officers making decisions for all. Bylaws were created to align Family Club processes and by-laws across the District.</p>	<p>Site Administration Teachers Parents</p>	<p>August 2015 – August 2018</p>	<p>No Cost</p>	
<p>Sites have created outlines of the tasks required of by each of the School Site Councils. Plenty of time is given for needed conversations previous to a vote being required.</p>	<p>Site Administration Teachers Parents</p>	<p>August 2015 – August 2018</p>	<p>No Cost</p>	
<p>Opportunities exist at each site for parent education in the area of math and language arts through Family Activity Nights. These events are well attended. Interpreters and child care are provided.</p>	<p>Site Administration Teachers Parents</p>	<p>August 2015 – August 2018</p>	<p>\$6235 \$3765</p>	<p>Title I Title III</p>
<p>English learner parents have access to an 8 week ESL class to improve English</p>	<p>Site Administration Teachers Parents</p>	<p>August 2015 – August 2018</p>	<p>\$1000</p>	<p>Title III</p>
<p>English learner parents have access to an 8 week Parenting class to improve English and Parenting Skills</p>	<p>Contracted Support</p>		<p>\$1000</p>	<p>Title III</p>
<p>Parents serve on a District LCAP Steering Committee and DELAC in addition to site based committees and councils.</p>	<p>Assist. Supt. Dir. of EL Services Site Administration Teachers Parents</p>	<p>August 2015 – August 2018</p>	<p>\$4500</p>	<p>LCFF</p>

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

Local Educational Agency (LEA) Plan Information:

Name of LEA: Chowchilla Elementary School District

County District Code: 20-65193

Date of Local Governing Board Approval: June 22, 2015

District Superintendent: Dr. Charles B Martin

Address: 355 N 5th Street

City: Chowchilla

Zip Code: 93610

Phone: 559-665-8021

FAX: 559-665-8020

E-mail: scheetl@chowkids.com

Signatures:

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

_____ Signature of Superintendent	Dr. Charles B Martin Printed Name of Superintendent	06/22/2015 Date
_____ Signature of Board President	Kenneth Lasiter Printed Name of Board President	06/22/2015 Date
_____ Signature of Title III English Learner Coordinator/Director	Kristi Ariaz Printed Name of Title III English Learner Coordinator/Director	06/22/2015 Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA 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.*