

District Name: Alta Loma School District CD Code: 3667595

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

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>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than April 5, 2013. 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.

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

Results of Assessments

Strengths:

1. Data reviewed by the DLT from the APS and the DAS indicates a **high quality instructional program** in place in schools with **effective use of data analysis** through the use of Illuminate, a data analysis system.
2. All schools have been trained in and use the **Professional Learning Community** design to continually review student achievement and adjust instruction to meet the needs of all students.

Needs:

1. Data from the APS and DAS indicate a need for intensive intervention materials and training in the area of mathematics.
2. Self-assessments also indicate that although the needs of at-risk students are addressed through Student Study Teams, there is a need for a formalized RtI2 model and training to ensure consistent implementation of RtI2.
3. Data from the special education self-review indicated that follow-up training is needed for special education teachers in the instructional use of the Voyager program and accountability of data review, within the program, by teachers.
4. Data from the special education self-review also indicated a need for students with disabilities to experience more time mainstreamed into the general education.
5. There also continues to be a need for collaboration and communication between general education and special education teachers as well as English learner instructional aides.
6. Another area of need is teacher training in adopted English learner materials with accountability for teacher instruction specifically with EL students built into the school day.
7. Our English learners need more opportunities for oral language development as well as additional strategies in the area of reading comprehension.
8. Data from the APS and DAS indicate a need for training in effective ways to use technology for instructional purposes including assistive technology for students with disabilities.

Academic Priorities

A thorough analysis of district CST data as well as CELDT data indicates the following subgroups not making Adequate Yearly Progress: Hispanics in ELA, Socioeconomically Disadvantaged in mathematics, English language learners, and students with disabilities in both ELA and mathematics. Although the academic achievement of every student is important, our focus will be on closing the achievement gap for these subgroups specifically. It is to be noted that these subgroups are making progress, but not enough to achieve safe harbor.

Our academic priorities are:

1. Identify the academic needs of every child by name. Teachers continually review academic progress of students through the use of Illuminate. Site administrators hold data chats with students who performed below proficient, to set achievement goals for the year.
2. Close the achievement gap for all significant subgroups using teacher collaboration time, and training in research-based teaching and learning strategies.
3. Continue to build on our current successes.
4. Protected instructional time is a priority at all schools.

Former LEA Plan

Although the former LEA Plan has a strong component addressing the needs of EL's, it appears that some components need to be readdressed. A need to continue training for teachers of EL's in use of materials and instructional strategies. We need to continue making appropriate classroom placement of EL's and make sure we keep our district website updated and accessible to all parents.

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/ta/ac/ay/aypreports.asp>.)

1. According to the 2012-13 NCLB measure, 89.2% of students, including all significant subgroups, will score proficient or advanced on the CST in English Language Arts. There will be at least a ten percent increase in the significant subgroups that failed to make AYP in the 2011-12 school year. Those groups are Hispanic, English Learners, and Students with Disabilities.
2. According to the 2012-13 NCLB measure, 89.5% of students, including all significant subgroups, will score proficient or advanced on the CST in Mathematics. There will be at least a ten percent increase in the subgroups that failed to make AYP in the 2011-12 school year. Those groups are Socioeconomically Disadvantaged, English Language Learners, and Students with Disabilities.
3. The District will continue to meet the API growth targets for both LEA-wide and significant subgroups. All schools will meet their API growth targets for both school-wide and significant subgroups.
4. 98% or more of students will take the required State assessments.
5. Graduation rate is not applicable.

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.

Describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
1. The LEA will use SBE-adopted intensive intervention instructional materials in mathematics with all students.	Associate Superintendent, Gail Tangeman	Fall 2013- Spring 2014	\$150,000	Instructional Materials Fund
2. The LEA will ensure that the RtI2 model is used to support the learning needs of all students.	Associate Superintendent, Gail Tangeman Special Education Director, Deirdre Moga	Fall 2013- Spring 2014	No Cost	Not Applicable
3. The Voyager's program for students with disabilities will continue to be used for the appropriate groups of students.	Associate Superintendent, Gail Tangeman Special Education Director, Deirdre Moga	Fall 2012- Spring 2014	No Cost	Not Applicable
4. Specialized Academic Instruction (SAI) model will be used to increase the time students with disabilities are mainstreamed into general education classes.	Associate Superintendent, Gail Tangeman Special Education Director, Deirdre Moga	Fall 2013- Spring 2014	No Cost	Not Applicable
5. The LEA will ensure that English learners receive instruction, through the use of adopted EL materials, from the classroom teacher.	Associate Superintendent, Gail Tangeman Principals	Fall 2013- Spring 2014	No Cost	Not Applicable
6. The LEA will ensure that time is available for teachers to collaborate to meet the needs of English learners and students with disabilities using the PLC model.	Principals	Fall 2013- Spring 2014	No Cost	Not Applicable
7. The LEA will ensure that EL cluster teachers incorporate Sheltered Instruction Observation Protocol (SIOP) and Guided Language Acquisition Design (GLAD) strategies into good first instruction.	Associate Superintendent, Gail Tangeman Principals	Fall 2012- Spring 2014	No Cost	Not Applicable

8. The LEA will increase support to teachers in the use of technology as an instructional tool to support high quality instruction.	Associate Superintendent, Gail Tangeman	Fall 2013- Spring 2014	No Cost	Not Applicable
9. The Program Improvement school in the LEA will continue the use of Direct Interactive Instruction teaching model and UNRAAVEL reading comprehension strategies.	Principal	Fall 2012- Spring 2014	\$11,000	Title I

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 in APS and DAS.)

Actions	Person Responsible	Specific Timeline	Estimated cost/ Funding Source
1. The LEA will provide intensive intervention mathematics materials and will monitor the use of these materials.	Associate Superintendent, Gail Tangeman	August 2013	\$50,000 Instructional Materials Funds
2. THE LEA will develop an RtI2 model and articulate the use of this model to teachers and administrators.	Associate Superintendent, Gail Tangeman Special Education Director, Deidre Moga	August 2013- May 2014	No Cost

3. The LEA will ensure the implementation of the Voyager program in our special education classrooms and monitor the use of data to determine individual needs of students with disabilities.	Associate Superintendent, Gail Tangeman Director of Special Education, Deirdre Moga	April 2013- May 2014	No Cost
4. The LEA will provide more opportunities for implementation of the Specialized Academic Instruction (SAI) model for students with disabilities.	Associate Superintendent, Gail Tangeman Director of Special Education, Deirdre Moga	August 2013- May 2014	No Cost
5. The LEA will ensure correct placement of English learners and ensure instruction, through the use of adopted materials, by the classroom teacher.	Associate Superintendent, Gail Tangeman Principals	August 2013- May 2014	No Cost
6. The LEA will monitor the use of communication logs between general education teachers, special education teachers, and English learner instructional aides.	Associate Superintendent, Gail Tangeman Principals	April 2013 – May 2014	No Cost
7. The LEA will monitor the use of SIOP and GLAD strategies by teachers, as part of good first instruction in the general education classroom.	Associate Superintendent, Gail Tangeman Principals	Fall 2012- Spring 2013	No Cost
8. The LEA will monitor the use of technology as an instructional tool in the classroom and the effective use of assistive technology in the special education settings.	Principals Director of Special Education, Deirdre Moga	Fall 2012- Spring 2014	No Cost

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
1. Data from APS strongly indicates the need for intensive math intervention materials and training.	Associate Superintendent, Gail Tangeman	August 2013- May 2014	\$150,000/ Instructional Materials Fund
2. The LEA will develop and provide training in RtI2 intervention strategy for <u>all</u> teachers.	Special Education Director, Deirdre Moga Principals	August 2013- May 2014	\$5,000/ Title II
3. The LEA will provide continued training in Voyager's program for teachers of students with disabilities as well as training in the use of data from the assessment component of Voyager.	Special Education Director, Deirdre Moga	August 2013- May 2014	\$3,000/ Special Education
4. The LEA will provide opportunities for an increased number of schools to participate in the Specialized Academic Instruction (SAI) model for students with disabilities.	Special Education Director, Deirdre Moga	August 2013- May 2014	No Cost
5. The LEA will provide more training to classroom teachers and instructional aides in the use of adopted English learner materials.	Associate Superintendent, Gail Tangeman	August 2013- May 2014	\$20,000/ Title III EIA/LEP
6. The LEA will provide training for teachers and instructional aides in the use of communication tools to be used between the general education teacher, special education teacher and when applicable English learner aide.	Associate Superintendent, Gail Tangeman	August 2013- May 2014	\$5,000/ EIA/LEP
7. The LEA will continue to provide SIOP training for teachers with clusters of English learners in the classroom. Staff evaluations and APS data reflect the need for teacher training in a consistent delivery model and instructional strategies similar to GLAD strategies that would benefit English learners and students with disabilities.	Associate Superintendent, Gail Tangeman	Fall 2012- Spring 2014	\$2,500/ EIA/LEP

8. Self-assessment indicates the need for special education teachers training in the use of assistive technology. General education teachers need training in the most effective use of laptops and tablets to support the instructional program. The LEA will provide training in the use of technology in both of these areas.	Associate Superintendent, Gail Tangeman Special Education Director, Deirdre Moga	Fall 2012- Spring 2014	\$3,000/ Title II
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6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

The LEA has done extensive analysis of the effectiveness of after school intervention programs offered in our district. We could find no evidence that after school programs were impacting student achievement and the programs were very costly. Attendance in these programs was inconsistent and the connection to classroom instruction was limited. Additionally, many of the classes were taught by substitute teachers rather than classroom teachers with whom the students had a relationship. Students are impacted by their classroom teacher and the relationship that is created is very powerful.

- Two of our Title I schools provide after-school homework assistance for English learners, as often their parents are unable to assist them with homework. Title I funds are used to provide this support.
- The Program Improvement school in the LEA provides after school intervention for English language learners that focuses on vocabulary development, reading comprehension, and homework assistance.
- Both of our junior high schools offer extra support to students in mathematics in an after school program as well as a class designed to help students who are at risk of not promoting to the high school. Those schools use site funds to support their after school programs.
- We now require all schools to provide intervention within the school day. Regrouping students for additional support may look like an ExCel model at some schools, and small flexible groups within the grade level at other schools. Our junior high schools provide double blocks of instruction for more intensive support in English language instruction or mathematics.

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. The LEA will provide Parent Education Nights that focus on math strategies that can be provided at home as support for understanding math concepts.	Associate Superintendent, Gail Tangeman Principals	August 2013- Spring 2014	\$2,000	Title I
2. The following Parent Education Nights (dinner and child care included) will continue to take place at our elementary school which has been identified for Program Improvement Year 3: <ul style="list-style-type: none"> • Understanding State Standards • Overview of the design of our textbooks including access to on-line support • Reading comprehension strategies to use at home • Parent/child book club 	Principal	09/12 11/12 01/13 10/12-3/13	\$150 \$150 \$150 ?	Title I Title I Title I Title I
3. The LEA will continue the annual Parent University where parents have the opportunity to attend various sessions designed to address such areas as reading comprehension, study skills, understanding Common Core Standards, working with behavior issues, on-line support for learning, support for English learners and students with disabilities, to name a few. Dinner and child care are provided as well as an opportunity for children and parents to select books for home use.	Associate Superintendent, Gail Tangeman	1/13	\$2000	Title I
4. The LEA will continue to hold DELAC meetings, and school sites will hold ELAC meetings or select a parent to be a member of their site council.	Associate Superintendent, Gail Tangeman	Each trimester during the 2012-13 school year	No Cost	Not Applicable
5. The Superintendent will continue to hold Parent Leader Group meetings.	Superintendent, Michael Whisenand	Every month during the 2012-13 school year	No Cost	Not Applicable
6. Individual school sites will continue to hold STAR Parent Nights during which principals explain how to read the parent communication letter from the CST's.	Site Principals	Fall 2012 & Fall 2013	No Cost	Not Applicable
7. Continue offering CBET classes to parents of EL's.	Associate Superintendent, Gail Tangeman	Fall 2012 to Spring 2014	\$2,000	Title III

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Alta Loma School District
County District Code: 36-67595

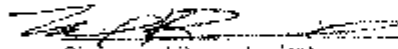
Date of Local Governing Board Approval: April 3, 2013

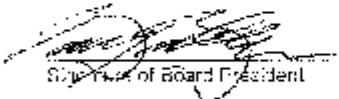
District Superintendent: Michael Whisenand

Address: 9390 Baseline Rd City: Alta Loma 91761
Phone: 909-484-5161 FAX: 909-484-5176 E-mail: mwhisenand@alsd.k12.ca.us

Signatures:

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

 Michael Whisenand 4/4/13
Signature of Superintendent Printed Name of Superintendent Date

 Brad Buller 4/4/13
Signature of Board President Printed Name of Board President Date

By submission of this local board approved LEA Plan Addendum (in form of this original signed assurance page and a copy of the LEA) certifies that the plan has been locally adopted and original signed copies of the assurance form are in file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal minimum requirements will be observed by the LEA and that, to the best of my knowledge, information contained in this Plan Addendum and complete legal assistance for all programs are accepted as the basic legal condition for the continuation of selected projects and programs and copies of assurance are retained on file. I certify that we accept all general and program specific applicable Title I, II, III, and IV as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file to verify their adoption. Signatures for this LEA Plan/Plan Addendum/Title I/II/III/IV are on file including signatures of any required external providers.