

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

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

**Name of LEA:** Lammersville Unified School District

**County District Code:** 39-7676-

**Date of Local Governing Board Approval:** June 4, 2014

**District Superintendent:** Dr. Kirk Nicholas

**Address:** 111 De Anza Blvd.

**City:** Mountain House

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**Signatures:**

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



**Dr. Kirk Nicholas**

6-4-2014

Signature of Superintendent

Printed Name of Superintendent

Date



**Mr. Daivd Pombo**

6-4-2014

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.

District Name: Lammersville Unified

CD Code: 39-76760

### 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>. 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 your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year 1 monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jmorrison@cde.ca.gov](mailto:jmorrison@cde.ca.gov) if you need technical assistance in uploading the document. Contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov) if you need technical assistance with completing the document.

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.

A Strategic Planning Committee/District Advisory Council (DAC) was formed with representatives from all stakeholder groups. Data from the completion of the state assessment tools were gathered and a thorough district needs assessments was given. The involvement process included: Governing Board/Cabinet Study Session (March 16, 2013); strategic planning committee meetings (April 24, 2013 & September 24, 2013; Community Conversations at each school site (May 7, 8 & 9, 2013); parent

survey #1 (May 2013); parent survey #2 (August, 2013); management retreat (Aug. 6, 2013); all district staff (Aug. 19, 2016); school foundations and school site councils (September 2013); back to school nights (Aug. 29 & Sept. 6, 2013); Community meeting (February, 2014); DELAC (March, 2014); input from classified and certificated unions (May, 2014); open house nights (May, 2014)

## **RESULTS OF ASSESSMENTS**

The district has made progress but did not meet the 2013 proficiency target with three significant subgroups: for ELA – Black (49.3%; Asian (83.1%); Hispanic (57.3%); and Low Income (56.5%) for Math – Black (43.4%) and Hispanic (56.3%). Our program improvement status is due to our Black and Hispanic subgroups not meeting the proficiency target for two years in a row in both ELA and Math.

EL data – of the 206 CELDT scores 71.4% of those test takers are making annual progress in Learning English. The 2012-13 target was 57.5%. The number of consecutive years of not meeting AMAOs is “zero”.

Interventions vary from site to site and the variety of interventions is lacking to meet specific needs. There seems to be an over-identification of Students with Disabilities resulting from inconsistency in RTI interventions in general education classrooms.

Teachers receive student CELDT data but it is unclear if they understand the implications of the information for instruction.

Teachers have designated time for collaboration; however, collaboration time needs to be structured and focused to meet the needs of targeted subgroups. The district also needs to develop a culture of collaboration between general education and special education teachers.

There is a need to support ongoing professional learning and development.

There is a need for leadership development in order to support and guide teachers as they collaborate and focus on targeted subgroups.

As the district implements CCSS, there also needs to be an increased focus on 21<sup>st</sup> century skills along with increased opportunities for career technical education and multiple career pathways.

There is an inconsistency of teaching strategies designed to support English learners and Low Income students.

Authentic involvement and engagement of parents with English Learners/Low Income and Foster students has not been at the level needed for positive support of academic achievement.

The district is transforming to Common Core State Standards and needs to focus on finding valid alternative methods of measuring achievement in the absence of CST data.

Professional development needs to be linked to CCSS content and pedagogy, while also focusing on instructional strategies to meet the diverse needs of targeted underachieving subgroups within the context of CCSS.

While there is an increase in achievement for our EL and LI students there is still a significant gap that continues to need to be addressed.

Increase the annual progress of ELs learning English.

With the transition to the LCFF funding model, the district should consider fiscal resources being reallocated toward needed CCSS PD, technology training, 21<sup>st</sup> century teaching and learning, career/tech teaching and learning, RTI strategies, specific instructional strategies for our targeted subgroups, and PLC/Data Teams training.

Also, with the transition to the LCFF funding model, the district should consider fiscal resources being reallocated toward providing greater support for individualized learning plans for all students especially our focus area students and assessment that will enable staff to identify specific foundational skills that students are lacking in order to support academic achievement.

#### **ACADEMIC PRIORITIES**

The district has made progress but did not meet the 2013 proficiency target with three significant subgroups: for ELA – Black (49.3%; Asian (83.1%); Hispanic (57.3%); and Low Income (56.5%) for Math – Black (43.4%) and Hispanic (56.3%). Our program improvement status is due to our Black and Hispanic subgroups not meeting the proficiency target for two years in a row in both ELA and Math.

EL data – of the 206 CELDT scores 71.4% of those test takers are making annual progress in Learning English. The 2012-13 target was 57.5%. The number of consecutive years of not meeting AMAOs is “zero”.

Within our significant subgroups there is a 18-25% learning gap in ELA (Black-25%; Hispanic-17%; Low Income-18%). In Math the learning gap between our significant subgroups and white students is between 10-30% -- (Black-30%; Hispanic-17%; Low Income-10%).

#### **Reason LEA Plan was not successful:**

The prior LEA Plan was not successful because the achievement gap has not decreased significantly. Some things that were not implemented effectively and may have impacted the PI status include:

- Consistent after school/extended learning.
- Increased access to technology and technology-based programs to support our subgroups.
- Consistent parent meetings that focus more on school readiness, ELA, Math and Common Core.
- Insufficient professional development on specific strategies to help our low achieving subgroups.
- Structure, cohesive plan for teachers to meet, gather student data, and discuss data to meet individual student needs.

**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/tacl/ay/aynreports.asp>.)

These groups did not meet district wide AYP targets for student achievement: Hispanic for ELA and Math; Black for ELA and Math; Asian for ELA; and Low Income for ELA.

The overall district wide targets for the 2013/2014 school year include:

By June 2014 all students

- will be at proficient and/or advanced in reading by the end of first grade;
- will be proficient and/or advanced in reading and writing by the end of fourth grade;
- will be proficient and/or advanced in algebra by the end of eighth grade

In order to progress towards meeting the district wide targets for the 2013/2014 school year by June 2014:

- Hispanic students scoring proficient or advanced on district-determined achievement data will increase to 65% in both ELA and Math.
- Black students scoring proficient or advanced on district-determined achievement data will increase to 55% in both ELA and Math.
- Low Income students scoring proficient or advanced on district-determined achievement data will increase to 63% in ELA.
- Asian students scoring proficient or advanced on district-determined achievement data will increase to 88% in ELA.

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.	
<p><b>Student Achievement</b> Develop a clearly articulated plan for transitioning to the Common Core State Standards, for identifying student achievement goals with measurables, for implementing a consistent and cohesive RTI model at every school, and for defining instructional practices and connections to 21<sup>st</sup> Century Skills.</p> <p><b>District Culture and Leadership</b> Develop professional learning communities and instructional excellence in all schools. Develop principals as instructional leaders. Provide safe environment for students and staff. Continue positive relationships between management, employees and bargaining units. Build a collaborative culture designed to meet the needs of every student by focusing on the three questions that drive professional learning communities (Du Four, 2010): <i>What do we want students to learn? How do we know when they've learned it? What will we do when they don't?</i></p> <p><b>21<sup>st</sup> Century Skills &amp; College and Career Ready</b> Prepare all students for 21<sup>st</sup> century and college and career ready learning by linking professional development activities to meet the needs of the district's targeted subgroups (Hispanic, English Learner, Low Income, Special Education, African American)</p>	

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/act/ta/stateassesspi.asp">http://www.cde.ca.gov/ta/act/ta/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p><b>Student Achievement</b> -Identifying student achievement goals with measurables: Measures of Academic Progress assessments (district wide benchmark assessment system)</p>	Assist Supt., Dir. C&I	October 2013	LCFF \$50,000.00

<p>-Transitioning to the Common Core State Standards: Common Core Units of Study</p> <p>-Meeting student subgroups individual learning needs: Online strategic support</p> <p>-Strategic Interventions for district subgroup students: Response to Intervention committee to review and revise current program implementation in terms of research-based practices.</p> <p>-Provide extra staff to support our subgroup student.</p> <p>-Curriculum beyond the core curriculum provided.</p> <p><b>District Culture and Leadership</b></p> <p>-Utilize monthly admin. Forum (management team) and District PLC meetings to revisit the positive impact of collaboration on achievement for all students within the context of CCSS, PLC, Data Teams and Teacher Collaboration Time.</p> <p>-Establish site and district calendars of structured collaboration time for grade-levels, departments, cross-district grade level teams, and cross-curriculum teams, using topics driven by the needs of all students and the three questions (Du Four, 2010).</p> <p>-District leaders will model collaboration as a strategy for leading organizational change.</p>	<p>Assist Supt., Dir. C&amp;I</p> <p>Assist Supt., Dir. C&amp;I, Principals</p> <p>Assist Supt., Dir. C&amp;I, Dir. Special Education, RTI Committee</p> <p>Assist Supt., Dir. C&amp;I</p> <p>Dir. C&amp;I</p> <p>Assist. Supt., Dir. C&amp;I, management team, district PLC team</p> <p>Assist. Supt., Dir. C&amp;I, management team, district PLC team</p> <p>Assist. Supt., Dir. C&amp;I, management team, district PLC team</p>	<p>March 2014</p> <p>January 2014</p> <p>May 2014</p> <p>August 2013</p> <p>August 2013</p> <p>August 2013</p> <p>August 2013</p> <p>August 2013</p>	<p>CCSS \$474,000.00</p> <p>LCFF \$50,000.00</p> <p>LCFF \$48,000.00</p> <p>Title I \$74,000.00</p> <p>Title I \$1140.00</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
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<p><b>21<sup>st</sup> Century Skills &amp; College and Career Ready</b></p> <p>Provide professional development in the following areas:</p> <ul style="list-style-type: none"> <li>-1:1 initiative for High School and eventually K-8 campuses</li> <li>-21<sup>st</sup> Century technology access (Chrome Books)</li> <li>-Online Strategic Instruction K-8 (Compass Learning/Study Island)</li> <li>-K-8 Alignment with High School Program (Common Core Units of Study)</li> <li>-Project Lead the Way</li> </ul>	<p>Assist. Supt., Dir. C&amp;I, Principals</p> <p>Assist. Supt., Dir. C&amp;I, Principals</p> <p>Assist. Supt., Dir. C&amp;I, Principals</p> <p>Assist. Supt., Dir. C&amp;I, Principals</p> <p>Assist. Supt., Dir. C&amp;I, Principals</p> <p>Assist. Supt., Dir. C&amp;I, Principals</p>	<p>May 2014 January 2014</p> <p>January 2014</p> <p>March 2014</p> <p>July 2014</p> <p>July 2014</p>	<p>LCFF \$50,000.00</p> <p>LCFF \$435,000.00</p> <p>LCFF \$150,000.00</p> <p>LCFF CCSS \$50,000.00</p> <p>LCFF \$100,000.00</p>
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**5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.**

<p>Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.</p>	<p>Person(s) Responsible</p>	<p>Specific Timeline</p>	<p>Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)</p>
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<p>-Common Core Units of Study</p>	<p>Assist. Supt., Dir. C&amp;I, Principals</p>	<p>March 2014</p>	<p>LCFF CCSS \$129,000.00</p>
<p>-21<sup>st</sup> Century technology teaching and learning strategies</p>	<p>Assist. Supt., Dir. C&amp;I, Principals</p>	<p>July 2014</p>	<p>LCFF \$25,000.00</p>
<p>-Project Lead the Way</p>	<p>Assist. Supt., Dir. C&amp;I, Principals</p>	<p>July 2014</p>	<p>LCFF \$60,000.00</p>
<p>-RTI-training staff on appropriate program implementation and effective instructional strategies for all students</p>	<p>Assist. Supt., Dir. C&amp;I, Dir. Special Education, Principals</p>	<p>September 2014</p>	<p>LCFF \$5,000.00 Special Ed</p>

**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
<ul style="list-style-type: none"> <li>-The Extended School Year program for Students with Disabilities will include intensive intervention at each student's instructional level.</li> <li>-Schools receiving Title I funds will examine their student achievement data and determine how additional intervention time will be implemented, according to their specific site needs.</li> <li>-The High School and/or Middle School will utilize a zero period option and/or before-school advisory period to implement intervention activities.</li> <li>-Existing after-school tutoring will continue to be utilized to assist student's specific learning intervention needs.</li> <li>--Opportunities for teacher collaboration and professional development will continue during the summer as opportunities for paid summer work.</li> </ul>	<ul style="list-style-type: none"> <li>Assist. Supt., Dir. C&amp;I, Dir. SpEd</li> <li>Assist. Supt., Dir. C&amp;I</li> <li>Assist. Supt., Dir. C&amp;I, Dir. SpEd, Principals</li> <li>Assist. Supt., Dir. C&amp;I, Principals</li> <li>Assist. Supt., Dir. C&amp;I, Principals</li> </ul>	<ul style="list-style-type: none"> <li>June-July 2014</li> <li>August 2013</li> <li>August 2014</li> <li>August 2013</li> <li>June 2014</li> </ul>	<ul style="list-style-type: none"> <li>\$18,000.00</li> <li>\$5,000.00</li> <li>N/A</li> <li>\$48,000.00</li> <li>\$60,000.00</li> </ul>	<ul style="list-style-type: none"> <li>Special Ed</li> <li>LCFF</li> <li>N/A</li> <li>LCFF</li> <li>LCFF CCSS</li> </ul>

**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
<ul style="list-style-type: none"> <li>-A Parent Volunteer System/Protocol and each site will continue to focus on creating a positive, parent-friendly school</li> </ul>	<ul style="list-style-type: none"> <li>Assist., Supt., Dir. C&amp;I, Principals</li> </ul>	<ul style="list-style-type: none"> <li>September 2014</li> </ul>	<ul style="list-style-type: none"> <li>\$1,500.00</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> </ul>

<p>climate.</p> <ul style="list-style-type: none"> <li>-The district will ensure that students are provided with Community Service opportunities.</li> <li>-The district will continue collaborative relationships with School Foundations.</li> <li>-The district will continue to provide Extra-curricular Programs for students and will determine the needs of the community and add more extra-curricular programs as is possible.</li> <li>-The LEA will continue to promote parent engagement for EL and Low Income parents.</li> <li>-The LEA will provide information to parents on the Common Core State Standards, technology in the classroom and MAP assessment data.</li> </ul>	<p>Assist., Supt., Dir. C&amp;I, Principals</p> <p>Assist., Supt., Dir. C&amp;I, Principals</p> <p>Assist., Supt., Dir. C&amp;I, Principals</p> <p>Assist., Supt., Dir. C&amp;I, Principals</p> <p>Assist., Supt., Dir. C&amp;I, Principals</p>	<p>August 2014</p> <p>August 2013</p> <p>August 2013</p> <p>August 2013</p> <p>March 2014</p>	<p></p> <p>\$10,000.00</p> <p>\$1,500.00</p> <p>\$1,000.00</p>	<p>N/A</p> <p>N/A</p> <p>LCFF</p> <p>Title I Title III</p> <p>CCSS</p>
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