

# Center Joint Unified School District

**AGENDA REQUEST FOR:**

**Dept./Site: Curriculum & Instruction**

**Date: June 3, 2017**

**Action Item**

**To: Board of Trustees**

**Information Item X**

**From: Tami JBeily,  
Coordinator of State & Federal Programs**

**# Attached Pages**

**Administrator's Initials: \_\_\_\_\_**

**SUBJECT: LEA Plan Addendum**

**RECOMMENDATION: The Center Joint Unified School District Board of Trustees approve the 2016-17 LEA Plan Addendum**

District Name: Center Joint Unified School District  
CD Code: 34-73973

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/tac/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 Tuesday, April 19, 2016. 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.

CAASPP RESULTS

ELA:

3rd Grade: 22% (67/304) Standards Met, 11.2% (34/304) Standards Exceeded  
4th Grade: 27.4% (82/299) Standards Met, 17.4% (52/299) Standards Exceeded  
5th Grade: 30.6% (87/284) Standards Met, 12.7% (36/284) Standards Exceeded  
6th Grade: 33.9% (92/271) Standards Met, 7.4% (20/271) Standards Exceeded

7th Grade: 31.1% (88/283) Standards Met, 10.6% (30/283) Standards Exceeded  
8th Grade: 32.6% (89/273) Standards Met, 4.8% (13/273) Standards Exceeded  
11th Grade: 32.8% (102/311) Standards Met, 19.3% (60/311) Standards Exceeded

**MATH:**

3rd Grade: 23.4% (71/304) Standards Met, 5.3% (16/304) Standards Exceeded  
4th Grade: 29.9% (89/298) Standards Met, 7.7% (23/298) Standards Exceeded  
5th Grade: 15.5% (44/284) Standards Met, 4.2% (12/284) Standards Exceeded  
6th Grade: 19.2% (52/271) Standards Met, 7.7% (21/271) Standards Exceeded  
7th Grade: 27.3% (77/282) Standards Met, 14.5% (41/282) Standards Exceeded  
8th Grade: 20.8% (57/274) Standards Met, 8% (22/274) Standards Exceeded  
11th Grade: 25.6% (77/301) Standards Met, 11.3% (34/301) Standards Exceeded

**ENGLISH LEARNER RESULTS**

2014-15: 65% EL Students met English Proficiency requirements, 16.5% EL reclassified

**K-2 DISTRICT ASSESSMENTS**

**FLUENCY**

Kindergarten: 56% can correctly identify 10 high frequency words  
1st Grade: 51% are reading at a fluent rate of 60 WPM or greater  
Second Grade: 70% are reading at a fluent rate of 95 WPM or greater

**WRITING at grade level**

Kindergarten Focus: 85%, Organization: 78%, Grammar & Usage: 62%, Capitalization/punctuation/spelling: 59%  
1st Grade: Focus:83%, Organization: 77%, Support: 77%, Grammar & Usage: 68%, Capitalization/punctuation/spelling: 68%,  
2nd Grade: Focus: 74%, Organization: 65%, Support: 60%, Grammar & Usage: 67%, Capitalization/punctuation/spelling: 63%

**MATH**

Kindergarten: 43% have an understanding of basic facts within 5, 80% have a complete understanding of counting and cardinality  
1st Grade: 36% have an understanding of basic facts within 10,40% have a complete understanding of sums and differences to 10  
2nd Grade: 29% have an understanding of basic facts within 20, 63% have complete understanding of sums and differences to 20

CJUSD uses CAASPP, CELDT, District assessments and curriculum assessments to determine teaching and learning needs to support our academic priorities:

- ~Students will be challenged and supported to achieve academic success in a clean, safe environment
- ~Students will be college and career ready

**IDENTIFIED NEED**

~The percentage of students who meet or exceed standards on CAASPP is lower than expected (data listed above)

~ Students are not achieving at the full potential necessary to succeed in college and career. To prepare students for College & Career, it is a priority to increase CTE opportunities, a-g participation and completion rate, increase AP offerings and AP test passage rate, increase graduation rate

2015-16: 13 CTE courses, 18 sections

2015-16:85.66% students enrolled in a-g coursework (based upon English course), 22% completed a-g

2014-15: 52% of ELA students and 77% of math students determined prepared for college as measured by EAP

District Site Leadership has identified the following high leverage areas to focus on to improve instructional programs and opportunities:

1~Launch new data system: Illuminate

2~Implement Multi-Tiered Systems of Support

3~Change high school schedule to an 8 period day, enabling more students to complete a-g coursework and ELA and math support class

4~ Target needs of EL population through Long Term English Learner (LTEL) program at 4 elementary sites, middle school and high school

5~ Purchase new K-12 ELA curriculum

6~ Provide Professional Development for ELA implementation, ELD

#### CONTRIBUTING FACTORS TO LACK OF SUCCESS

Current LEA Plan is out of date

Inefficient data system

Absence of district wide systems of support to include rotation/intervention that is focused more precisely on identified skills with ongoing progress monitoring and collaboration

Lack of Professional Development opportunities

## 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/ta/c/ay/aypreports.asp>.)

The following targets apply to all student groups, ensuring the needs of English Learners, students with disabilities, foster youth, low income students and at-risk students are met.

Increase the percentage of students who meet grade level standards in ELA and math by 5% as measured by the CAASPP.

Maintain or increase 65% rate of EL students meeting English proficiency and annual growth as measured by CELDT

Maintain or increase 15% reclassification of EL students

Increase percentage of K-2 students achieving proficiency in ELA by 2%

Increase percentage of K-2 students achieving proficiency in mathematics by 2%

Increase a-g completion rate to 26%

2% increase of ELA students and math students determined prepared for college as measured by the EAP

**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.

District adopted curriculum assessments given, including universal screeners, benchmark and unit assessments  
*District works with Curriculum and Instruction team from school sites to create:*

*calendar of administration of assessments  
training for administering assessments  
data collection and analysis completed by site and district*

District Adopted Curriculum PD  
*teachers and admin receive PD on specific components of the core curriculum and how to use the core curriculum data to create intervention lessons for small group instruction*

High Quality First Instruction in classrooms  
*teachers & admin receive continued PD on topic  
admin use monthly walk throughs to observe for specific PD topic  
teachers will use collaboration time to plan grade level/subject alike lessons and assessments*

Universal Design for Learning  
*teachers and admin will receive PD on UDL  
teachers will use collaboration time to plan grade level/subject alike lessons that incorporate UDL principles  
admin use monthly walk throughs to observe for specific PD topic*

Utilize formative and interim assessments  
 teachers and admin will receive PD on formative and interim assessments  
 teachers will use collaboration time to plan grade level/subject alike formative and interim scope and sequences and review data from the  
 assessments  
 admin use monthly walk throughs to observe for specific form of assessing and review data from grade level/subject areas

Provide targeted ELA and math intervention through pull out, push in and/or extended day instruction at all Title I sites

**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/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
Professional Development to support the implementation of ELA and ELD curriculum	C& I Dept	Ongoing through April 2018	\$58,000 Title II
<b>Dudley Title I:</b> <i>Dudley Elementary is designated as a School-Wide Title I program. Dudley's Title I program provides support to any students who have a predetermined need for support in English Language Arts and/or Mathematics. This need may be identified by standardized assessment scores, universal screener data, local and curricular</i>	Site Admin	Ongoing through May 2018	Dudley Title I: \$279,524

<p>assessment scores, and or progress monitoring data. This support may be provided within the classroom setting using Title I paraprofessionals to "push-in" support during Intervention Rotation and Workshop, or in a pull-out setting with our certificated Title I teacher. This program is monitored by reviewing the same data which indicated the student's need for support as well as an individualized Student Success Plan including a SMART Goal and defined accommodations and modifications that will be used to support the student.</p> <p><b>North Country Title I:</b>  <i>The North Country Title I program is a branch of their overall MTSS model. Title I targets those students requiring intervention with Tier II instruction. Small group instruction is available during the RTI period. In grades TK-3 the emphasis is on learning to read with phonics, vocabulary, fluency and sight words being the focus. In grades 4-6 the emphasis is on reading to learn, however targeted students are also serviced in appropriate intervention groups to address gaps and deficiencies. Overall achievement data is reviewed annually in order to improve and adjust the RTI model. However, all students are assessed using universal screeners to determine the targeted intervention (or on-level) group they will participate in for 30 minutes four days a week. The growth of these students in the five component areas of reading, fluency, vocabulary, phonics, phonemic awareness and reading comprehension every 4-6 weeks is considered. Reviewing this reading achievement data in collaborative groups throughout the year maintains fluidity within these small groups and targets those students in need of intensive instruction in a particular area of reading skill development within our Title I structure. Students are moved to the next level of instruction as they progress toward standards.</i></p> <p><i>Students reading at approaching levels also have the opportunity to receive intervention services in the before school Title I program.</i></p> <p><i>One indicator of the effectiveness of this program will be the number of students requiring substantial intervention as opposed to the number of students who are progressing throughout the year. The 30 minute Response to Intervention period allows students to level up within intervention groups until eventually reaching proficiency. Consistent progress monitoring determines student movement within the MTSS model.</i></p>	<p>Site Admin</p>	<p>Ongoing through May 2018</p>	<p>NoCo Title I: \$273,564</p>
<p><b>Spinelli Title I</b>  <i>The Spinelli Title I program is a branch under the MTSS model and serves students in ELA and Math. Using the Building Blocks to Reading Proficiency as a guide,</i></p>	<p>Site Admin</p>	<p>Ongoing through May</p>	<p>Spinelli Title I: \$144,072</p>

<p><i>data and support will be offered in the following areas: Print Concepts, Phonological/Phonemic Awareness, Phonics and Word Recognition, Fluency, Vocabulary, and Comprehension. Using the Universal Screener and the Diagnostic Placement Tests, students who need extra support are identified. The classroom teacher identifies the area of weakness, collaborates with teachers to develop specific SMART goals, and determines which appropriate instructional routines to deliver to help eliminate the weakness. If more intense services are required, Title I support (either push-in or pull out) is provided. Every 4-6 weeks the SMART goals are analyzed. Students are moved to the next level of instruction as they progress toward the standards. Students reading at approaching levels have the opportunity to attend before school intervention.</i></p>		2018	
<p><i>Using the Building Blocks to Math Proficiency as a guide, data and support are offered in the following areas: Number Recognition, Addition and Subtraction Fluency, Multiplication and Division Fluency, Place Value (including Fractions and Decimals), Units of Measurement, Numerical Expressions, Problem Solving, and Ratios. Using the Universal Screener and the Diagnostic Placement Tests, students who need extra support are identified. The classroom teacher identifies the area of weakness, collaborates with teachers to develop specific SMART goals, and determines which appropriate instructional routines to deliver to help eliminate the weakness. If more intense services are required, Title I support (either push-in or pull out) is provided. Every 4-6 weeks the SMART goals are analyzed. Students are moved to the next level of instruction as they progress toward the standards.</i></p>			
<p><b>Riles MS Title I</b>  <i>Wilson C Riles Middle School is a School Wide Title I Program. Instruction and student achievement are addressed in multiple ways. Teaching staff supports AVID instructional strategies with AVID elective classes for students that includes college students to tutor and support learning. Professional development is provided throughout the year to address the specific strategies.</i></p>	Site Admin	Ongoing through May 2018	Riles MS Title I: \$221,520
<p><i>Title I funds the position of Academic Coordinator. The Academic Coordinator develops and leads professional development for the staff which is monitored through walk-throughs by administration. The Academic Coordinator analyzes SBAC data and disseminates information to teachers on achievement levels for each student. The Academic Coordinator gathers and analyzes student data, assigning students to Husky Help for targeted academic support. The Academic Coordinator works with small groups who need additional support or more individualized intervention.</i></p>			
<p><i>Title I funds provide two Math Support classes (one for each grade level) comprised</i></p>			



<p><i>of students who are not progressing in their Math courses. Students are placed through scores on a placement test, SBAC scores, teacher recommendations and current Math grades throughout the year. The Academic Coordinator works with the Math Support teacher to support and monitor the success of the students. The Support class focuses on remedial skills that students might be lacking as well as supporting current curriculum.</i></p>			
<p><b>MHS Title I</b>  <i>The overall intent of McClellan High School's Title One plan is to improve student achievement and success in meeting grade-level standards and graduation requirements. McClellan High School uses Title One funds to increase the quality of instruction in core subjects by providing teachers with one-on-one professional development and by purchasing technology to improve lesson delivery and student access to content. MHS increases the quantity of instruction by creating intervention periods for students who need additional assistance in English, math, and literacy, and by purchasing curriculum to supplement student learning in these areas. MHS also utilizes Title One funds to give our counselor more hours to work with students in reaching graduation standards, and to recognize successful student achievement academically and in attendance.</i></p>	<p>Site Admin</p>	<p>Ongoing through May 2018</p>	<p>MHS Title I: \$38,840</p>
<p><i>These efforts are monitored by site and district administration and by our School Site Council. MHS maintains records of students served in intervention periods and by the counselor for ongoing monitoring and intervention. Site admin reports expenditures and results to School Site Council several times a year.</i></p>	<p>Family Resource Center Coordinator</p>	<p>Ongoing through May 2018</p>	<p>Title I \$45,175</p>
<p><b>General management costs necessary for the general operation of Title I programs</b></p>	<p>District Admin</p>	<p>Ongoing through May 2018</p>	<p>Title I Indirect cost reservation: \$57,830</p>

ELA and math intervention at non-Title I school sites: 1 elementary school and 1 high school.	Site Admin	Ongoing through May 2018	\$84,000 LCFF
Transitional Summer School for EL students moving from elementary to middle school and from middle school to high school	C&I Dept	July 2017	\$5,000 Title III
Long Term EL support at all 4 elementary sites, middle school and high school	Site Admin	Ongoing through May 2018	\$42,000 LCFF

**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)
K-6 Wonders Training: CJUSD Cadre collaboration with Sacramento County Office of Education	C&I Dept	Ongoing through April	\$8,000 Title II

<p>Grade level teams collaborate with SCOE presenter to study an instructional topic and dig into the Wonders TE</p> <p>Wonders training for Special Education teachers on foundational skills, diagnostic assessments</p> <p>Wonders training for Title I teachers on foundational skills, diagnostic assessments</p> <p>Wonders training for EL teachers on ELD Standards, ELA/ELD framework, integrated &amp; designated curriculum</p>	<p>C&amp;I Dept</p> <p>C&amp;I Dept</p> <p>C&amp;I Dept</p> <p>C&amp;I Dept</p>	<p>2018</p> <p>Monthly through April 2018</p> <p>January 2018</p> <p>January 2018</p> <p>January 2018</p>	<p>\$42,000 Title II</p> <p>\$2,500 Title II</p> <p>\$2,500 Title II</p> <p>\$5,000 Title III</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
Transitional Summer School for EL students moving from elementary to middle school and from middle school to high school	C & I Dept	July 2017	\$5000	Title III

**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 Resource Class for Immigrant families</p> <p>Promote parent involvement in SSC, PTA, ELAC, DELAC, Superintendent Advisory Council, Parent Teacher conferences, Open House, Back to School Night and other site and district activities</p> <p>Offer communication in Spanish and Russian which may include translated handbooks, documents, flyers, event invites, etc.</p>	<p>Family Resource Center</p> <p>Site Admin, Dist Admin</p> <p>Site Admin, Dist Admin</p>	<p>Ongoing through April 2018</p> <p>Ongoing through April 2018</p> <p>Ongoing through April 2018</p>	<p>\$9000</p> <p>\$1000</p> <p>\$1500</p>	<p>Title III Immigrant</p> <p>LCFF General Funds</p> <p>Title III</p>

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

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

**Name of LEA: Center Joint Unified**

**County District Code: 34-73973**

**Date of Local Governing Board Approval: April 19, 2017**

**District Superintendent: Scott A. Loehr**

**Address: 8408 Watt Ave**

**City: Antelope**

**Zip Code: 95747**

**Phone: 916-338-6409**

**FAX: 916-338-6411**

**E-mail:  
sloehr@centerusd.org**

**Signatures:**

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

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Signature of Superintendent	Scott A. Loehr	Date
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Signature of Board President	Delrae Pope	Date
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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.