

District Name: Atwater Elementary

CD Code: 24-65631

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

*The Plan Addendum, which must be submitted to the CDE **no later than July 1, 2008**, is required to:*

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.

The Atwater Elementary School District serves a student population of approximately 4,700 students. A significant majority of these students are identified as low-income (76.4%). We also serve a great number of English Learners (approximately 37%). The district is faced with a continuing challenge to meet the academic needs of such a diverse population. With the No Child Left Behind requirements now in place, we are required to meet achievement targets for all significant subgroups included in our student population. At all eight individual schools in the district, the "Students with Disabilities" subgroup is not significant enough to cause any single school to not meet AYP Annual Measurable Objectives (AMO's) in English-Language Arts and Mathematics. However, when this subgroup was evaluated on a district-wide basis, our "Students with Disabilities" and English Learners fall far short of the targets. The district's LEA Plan, developed in May 2003, included general strategies to improve the performance of all students, including Students with Disabilities and English Learners, in reading and mathematics. It is imperative that we focus on the needs of these students.

The original LEA Plan has not proven to be as successful as we wished. One of the reasons is that it did not focus enough on the use of data to properly place students and guide classroom instruction. Another reason is that it did not emphasize the need to give full access to core instructional materials to all Special Education students. Lastly, since the original LEAP was developed and written, there has been almost a 70 percent change in district and site administration.

During the 2007-2008 school year, each school staff completed the Academic Program Survey. These results were shared and discussed at a Leadership meeting, which consisted of all district and site administrators. In addition, we received technical support from the Merced County Office of Education and the Regional System of District and School Support, Region 7, in completing the District Assistance Survey and setting priorities. These activities helped us to complete this LEA addendum. They will also be used in conjunction with other self review activities to complete our next LEA Plan.

2. Include specific measurable achievement goals and objectives for all significant student subgroups, consistent with Adequate Yearly Progress (AYP).

The LEA Plan Achievement goals for all students includes yearly average gains in the number of students scoring “proficient” or “advanced” on the California Standards Test, as shown on the AYP report.

Participation rate targets for **Students with Disabilities** were easily met, with over 98% participation rate. Although the percentage of Students with Disabilities who met AMO’s in English-Language Arts and Mathematics from 2003 to 2007 has increased, it falls short of state requirements.

	2003	2004	2005	2006	2007	AMO Goal
English Language Arts	6.5%	9.4%	13.2%	14.8%	20.7%	24.4%
Math	10.9%	13.8%	21.4%	28.2%	25.7% (45.7%)	26.5%

The goal for all student groups, including the Students with Disabilities subgroup, has been 24.4 percent proficient in ELA and 26.5 percent proficient in Math. There will be a large increase in the goal for the 2007-08 school year, with ELA at 35.2% and Math at 37%.

There is a discrepancy between the overall API of the district and the API of the Students with Disabilities subgroup. The district API is 732, but the Students with Disabilities subgroup API is 547. It is the goal of the District to continue to close this gap by 10% yearly.

Participation rate targets for **English Learners** were easily met, with 100% participation rate. The percentage of English Learners who met AMO’s in English-Language Arts and Mathematics from 2003 to 2007 has increased. Both ELA and Math targets were met in the 2006-2007 school year. However, we must make significant growth in English Language Arts in order to meet the 2007-2008 targets.

	2003	2004	2005	2006	2007	AMO Goal
English Language Arts	10.1%	15.3%	21.7%	23.4%	28.6%	24.4%
Math		24.4%	34.3%	34.4%	36%	26.5%

There is a discrepancy between the overall API of the district and the API of the English Learners subgroup. The district API is 732, but the English Learner subgroup API is 678. It is the goal of the District to continue to close this gap by 10% yearly.

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

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, p. 3-5)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Purchase and provide the most recent K-8 SBE-Adopted math textbooks, including Algebra Readiness and Intervention <i>(Our district has been using Saxon and McDougal Little State Approved programs.)</i> 	Asst. Supt., Ed. Service/ July 2008	Textbooks	\$375,000	IMPRF/Lottery
<ul style="list-style-type: none"> • Purchase and provide the most recent K-5 SBE-Adopted ELA textbooks, including Intervention 	Asst. Supt., Ed. Service/ July 2009	Textbooks	\$300,000	IMPRF/Lottery
<ul style="list-style-type: none"> • Purchase and provide the most recent 6-8 SBE-Adopted ELA textbooks, including Intervention <i>(We are currently using Open Court Reading 2002 in grades K-6, Holt Literature and Language Arts in grades 7-8, REACH for intensive intervention in grades 4-8, and High Point for Levels 1 and 2 English Learners in grades 4-8.)</i> 	Asst. Supt., Ed. Service/ July 2010	Textbooks	\$125,000	IMPRF/Lottery
<ul style="list-style-type: none"> • Develop Pacing Guides for new math materials 	Asst. Supt., Ed. Service/ July 2008	None		
<ul style="list-style-type: none"> • Continue to use Pacing Guides for ELA until new ones are developed summer of 2009/2010 	Asst. Supt., Ed. Service/ 2008-10	None		

<ul style="list-style-type: none"> • Communicate, in written form, the district's expectation of instructional minutes for Math, ELA, and ELA • Ensure that principals are monitoring the full implementation of ELA, Math, and ELD programs by requiring documentation of regular walk-throughs • Refine/improve current assessment system to include not only current benchmark exams and curriculum embedded (6-8 week) assessments, but also screening (DIBELS), diagnostic, and progress monitoring assessments • Ensure that all sites participate in regularly-scheduled professional collaboration time that revolves around the use of data and instructional planning. 	<p>Asst. Supt., Ed. Service/ Fall 2008</p> <p>Superintendent/ On-going</p> <p>Asst. Supt., Ed. Services/ Fall 2008</p> <p>Asst. Supt.,Ed. Services and Principals</p>	<p>None</p> <p>None</p> <p>Testing materials</p> <p>None</p>	<p>\$20,000</p>	<p>Title 1, Reading First, Lottery</p>
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4. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

In order to insure that all teachers and administrators receive the training identified below, the following steps will be taken:

- **Create a database to record training dates and completion of training.**
- **Provide a menu of training options to all administrators, teaching staff, and paraprofessionals.**
- **Identify funding sources to support the trainings.**
- **Enter into agreements with training agencies as needed.**

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, p. 6-7)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide all teachers with SB472 training on the SBE-adopted core instructional math and ELA (new adoption) programs. *94 percent of teachers are trained in ELA *40 percent of teachers are trained in Math • Provide all principals with AB430 training on the SBE-adopted core instructional reading/language arts and math programs. (Currently, 75% have participated AB75/AB430 training.) • Train site administrators on how to plan and facilitate grade level meetings that revolve around the use of data for instructional planning • Provide training for Student Study Teams at the school sites. 	<p>Asst. Supt., Ed. Service/ Beginning July 2008: Math July 2009: ELA K-5 Fall 2009: ELPD July 2010: ELA 6-8</p> <p><i>We will continue to offer training until all teachers have completed all three SB472 trainings.</i></p> <p>Asst. Supt., Ed. Service/ On-going</p> <p><i>We will continue to offer training until all site administrators have completed AB 430.</i></p>	<p>Tuition, stipends, travel expenses</p> <p>Registration, travel expenses</p>	<p>\$360,000 \$280,000 \$360,000 \$80,000</p> <p>\$12,000</p>	<p>*Title 1 * SB 472 * Professional Development Block Grant</p> <p>AB430</p>

<ul style="list-style-type: none"> Review policies/procedures relating to IEP/504 plans and provide training for regular and special education staff. Provide training in writing standards-based IEP goals and objectives will be ongoing for special education teachers. Provide teachers with opportunities to receive training in working with children with specific disabilities (i.e. Autism, emotionally disturbed) Support site administrators and teachers in how to use adopted instructional materials (including ancillaries) to meet the needs of English Learners, students with disabilities and other students identified as needing strategic or intensive intervention. 	Asst. Supt., Ed. Service/ On-going	Consultant fees	\$4000	ELLPP Grant Title 1
	Director of Special Programs	Training Materials	\$1000	Title 1
	Director of Special Programs	None		
	Director of Special Programs	None		
	Director of Special Programs	Registration fees or consultant costs	\$5000	Title 1, Sp. Ed.
	Asst. Supt., Ed. Service/ On-going Reading Coaches	Reading First Modules	\$5000	Title 1 Reading First

5. Include specific academic achievement and English Language Proficiency goals and strategies for English Learners consistent with Annual Measurable Achievement Objectives (AMAOs) 1, 2, and 3 of the Title III Accountability System. (See Title III Accountability Report Information Guide available at <http://www.cde.ca.gov/sp/el/t3/acct.asp>.)

The achievement goals for English Language Learners include the following:

1. Students at Beginning, Early Intermediate, Intermediate overall levels are expected to gain one overall CELDT level.
2. Students at Early Advanced level are expected to bring all sub-skills up to Intermediate level on the CELDT.
3. Students at the level required for redesignation (Early Advanced overall with no sub-skills lower than Intermediate) are expected to maintain that level.

The annual growth target began in 2003-2004, with 51% of English Language Learners in the District required to meet this annual growth target. The end point for 2013-2114 is 64% of English Language Learners students in the district targeted to meet the annual growth target.

Please describe those goals and specific strategies for meeting the goals.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Provide Professional Development Opportunities throughout the year for teachers and support staff (i.e. use of adopted materials to support ELL students, when to refer English Learners) 	Reading Coaches and Director of EL/ on-going	Consultant Fees	\$5000	
<ul style="list-style-type: none"> • Provide Professional Development Opportunities for Administrators (Follow up on previous training by UC Santa Cruz, New Teacher Center: <i>Improving Student Achievement Through Supervision of Quality Instruction for English Learners</i>) 	Director of EL/ Fall 2008	Consultant Fees	\$3000	
<ul style="list-style-type: none"> • Continue to record CELDT scores and AMAOs under Title III onto the District assessment management system which will allow teachers and administrators to view this data as needed. 	Asst. Supt., Ed. Services / On-going	None		

<ul style="list-style-type: none"> • Support Academic Conferencing at all school sites to ensure that all ELLs are moving towards attaining English proficiency and reaching challenging academic content and academic standards. 	<p>Director of EL/ on-going</p>	<p>None</p>		
<ul style="list-style-type: none"> • Ensure the implementation and use of the ELD pacing calendar and ongoing assessments. 	<p>Principals and Director of EL/ on-going</p>	<p>None</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 you will incorporate them.	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Identify students who are not meeting standards and provide timely, extended day intervention to address specific needs 	<p>Principals, teachers</p>	<p>Salaries and Materials</p>	<p>\$60,000</p>	<p>Title 3 Title 1, Hourly Programs</p>
<ul style="list-style-type: none"> • Summer Language Academy for English Learners scoring Basic on the CST for two years or more 	<p>Summer School Principal and Director of EL</p>	<p>Salaries and Materials</p>	<p>\$40,000</p>	<p>Title 3</p>
<ul style="list-style-type: none"> • Summer School for students far below and below basic students 	<p>Asst. Supt., Ed. Services and Summer School Principals</p>	<p>Salaries and Materials</p>	<p>\$150,000</p>	<p>Title 1, Hourly Programs</p>
<p>*All the above include special education students</p>				

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

Please describe those strategies. (See <i>DAS, Parent and Community</i> , p. 10)	Persons Involved /Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Home-school communication will be ongoing, timely, and always includes notification to Spanish-speaking parents in their primary language. • All important documents, newsletters, correspondence, and notices will be posted on the district website in both English and Spanish. • Parents of children attending Program Improvement schools will be notified prior to the first day of school of their right to school choice. • Parents will be notified of their student's progress on a regular basis through progress reports and report cards. Parents will be encouraged to meet personally with their student's teacher during parent-teacher conference weeks and report card nights. • All schools will have high-functioning school site councils in place. At each site, parents comprise one-half of the total number of members. The site council will be responsible for the yearly updates to the school's Single Plan for Student Achievement. Parents will provide regular feedback to staff to improve the instructional program 	<p>Director of EL, Principals/ On-Going</p> <p>Principals/ On-Going</p> <p>Director of Special Programs/ Summer</p> <p>Principals, Teachers/ On-going</p> <p>Directors of Special Programs and EL, Principals/ On-going</p>	<p>Mailing</p>	<p>\$1000</p>	<p>Title 1</p>

<ul style="list-style-type: none">• Each school will select a representative from their site council and a representative from their ELAC to attend the District Advisory Council/District English Learner Advisory Council (DAC/DELAC). The DAC/DELAC will meet regularly to approve the consolidated application, update the district LEA Plan, etc. Parents will serve a critical decision-making role in this group.• The district will provide English language instruction to parents and other events, which will help to improve parental involvement for non-and, limited English speaking parents (PIQE, Parenting Partners).	Directors of Special Programs and EL, Principals/ On-going Director of EL/ On-Going	Salaries, consultant agreements	\$38,000	CBET Title 3
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency:

County District Code:

Date of Local Governing Board Approval:

District Superintendent:

Address:

City:

Zip Code:

Phone:

FAX:

E-mail:

Signatures:

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

Signature of Superintendent

Printed Name of Superintendent

Date

Signature of Board President

Printed Name of Board President

Date

I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Merced County Office of Education

Name of External Organization

Signature of External
Organization Representative

Printed Name of
External Organization Representative

Date

Address

Phone

Send this signed assurance page **no later than July 1, 2008**, to:

Debbie Rury, Consultant
School and District Accountability Division
California Department of Education
1430 N Street, Suite 6208
Sacramento, CA 95814