

District Name: Piner-Olivet Union School District

CD Code: 49-70870

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/fac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
POUSD has undertaken a thorough review of its structures, practices and student outcomes in order to determine why their previous LEA Plan did not yield student achievement results that met the federal targets. The review process by the district included the following: 1. Use of State Assessment Tools: The Academic Program	Superintendent	November 2011 – January 2012	\$2,000 substitute costs	Title I

Survey/APS was administered by an outside technical service provider (RSDSS) at all of the district's schools. This was conducted in an interview style at each site with grade levels. The results from this process were summarized by school, and brought back to the DSLT (see below), as well as shared at the school sites. The District Assessment Survey was also administered with the district administrative team, and the results used in the DSLT process.

2. Student Assessment Data: A longitudinal analysis of student achievement data from CST results was prepared and shared with the DSLT.
3. The district created and used a very effective and inclusive District School Liaison Team/DSLTLT to analyze current practice, determine performance issues, develop root causes of the issues, and develop strategies for implementation to address the issues. This group included district and site level administration; teacher union representation; teacher representation from each grade level group and each school site; and local RSDSS staff.
4. The prior LEA Plan was not a relevant planning tool in the district. It was a compliance document – not a planning document that guided the instructional programs of the district. There has been a recent change in district leadership in the district, and the current superintendent is very committed to making the LEA Plan central to district planning and decision making.

As a result of this extensive review process, the POUUSD DSLT determined the following four hypotheses that would be used to determine the strategies and actions for improvement efforts in POUUSD. (This process for development of an action plan is based on "Strategy in Action" – Elizabeth City.)

1. If Piner-Olivet district functions as a "Highly Reliable Organization", then student achievement will improve.
2. If underperforming students (including EL, SWD and students scoring non-proficient on state assessments) received effective, targeted academic intervention, then student performance in these sub-groups would improve.
3. If there is reliable and consistent implementation of core curriculum in language arts and math between and amongst grade levels district-wide, then all students would have equitable access to content.
4. If time were allocated for teacher collaboration, then there would be an opportunity to learn, plan and coordinate instructional programs throughout the district.

The following strategies, professional development, actions and expenditures listed in this plan were developed to address the conditions necessary to solve the performance problems identified by the DSLT and addressed through the hypothesis.

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/tac/ta/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The improvement targets described below are calculated to meet the federal Adequate Yearly Progress requirements. These improvement targets were derived by using the following formula: 100 percent Proficient or Above – 2010-2011 percent Proficient or Above / 3 (the # of CST administrations between now and 2014) = Annual Growth Target.</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> The district will increase annually by 15.3% the total number of students who achieve proficiency or above on the English/Language Arts California Standards Test. The district will increase annually by 19.3% the total number of Hispanic students who achieve proficiency or above on the English/Language Arts California Standards Test. The district will increase annually by 11.3% the total number of White students who achieve proficiency or above on the English/Language Arts California Standards Test. 	See following sections	See following sections	See following sections	See following sections

- The district will increase annually by 19.3% the total number of English Language Learners who achieve proficiency or above on the English/Language Arts California Standards Test.

- The district will increase annually by 19.3% the total number of Socio-Economically Disadvantaged students who achieve proficiency or above on the English/Language Arts California Standards Test.

Mathematics:

- The district will increase annually by 13.0% the total number of students who achieve proficiency or above on the Mathematics California Standards Test.

- The district will increase annually by 16.0% the total number of Hispanic students who achieve proficiency or above on the Mathematics California Standards Test.

- The district will increase annually by 10.3% the total number of White students who achieve proficiency or above on the Mathematics California Standards Test.

- The district will increase annually by 14.7% the total number of English Language Learners who achieve proficiency or above on the Mathematics California Standards Test.

- The district will increase annually by 14.8% the total number of Socio-Economically Disadvantaged students who achieve proficiency or above on the Mathematics California Standards Test.

<p>Utilizing the same formula, schoolwide and subgroup improvement targets are calculated annually for each school site. The improvement targets form the basis for the planned activities outlined in each site's Single Plan for Student Achievement.</p> <p>The District will continue to meet the Participation Rate Criteria.</p> <p>The District will continue to meet the API Growth Criteria.</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>A. Implement the regular collection and analysis of common formative and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor student progress in core and intervention programs. (DAS, A9, B5)</p> <p>B. Implement the reliable and consistent delivery of core curriculum in all grade levels district-wide. (DAS, B1, B4)</p> <p>C. Implement the reliable and consistent delivery of effective, targeted academic interventions in Reading/Language Arts to students in need of additional instructional support, especially English Learners, Socio-Economically Disadvantaged students (DAS, B2, B3)</p>	See Section 4	See Section 4	See Section 4	See Section 4

<p>B. Implement the reliable and consistent delivery of core curriculum in all grade levels district-wide. (DAS, B1, B4)</p> <ul style="list-style-type: none"> All teachers will implement district-adopted core materials in Reading/Language Arts, Math, and ELD. All students will receive the recommended number of instructional minutes in ELA, Math, and ELD per CDEs grade level recommendations. <p>ELA/ELD:</p> <ul style="list-style-type: none"> Kindergarten: 60 minutes Grades one through three: 2.5 hours Grades four through six: 2.0 hours Grades six through eight: 2.0 hours (or up to two periods) <p>Math:</p> <ul style="list-style-type: none"> Kindergarten: 30 minutes Grades one through six: 60 minutes Grades six through eight: 50-60 minutes (or one period) <ul style="list-style-type: none"> Provide professional development and ongoing support to teachers in the implementation of district adopted core curriculum. 	<p>Superintendent, Site Principals, Teachers</p>	<p>2011-2013; Monitor quarterly -- October, January, March and June.</p>	<p>\$80,000</p>	<p>Instructional Materials & Restricted Lottery Funds.</p>
	<p>Superintendent, Site Principals, Teachers</p>		<p>\$22,000</p>	<p>Title II</p>

<p>C. Implement the reliable and consistent delivery of effective, targeted academic interventions in Reading/Language Arts to students in need of additional instructional support, especially English Learners, Socio-Economically Disadvantaged students (DAS, B2, B3)</p> <ul style="list-style-type: none"> All K-6 schools will designate a block of 150 minutes per week for each grade level for targeted, academic instruction matched to assessed student need in ELA intervention and ELD. Develop and implement consistent and objective criteria for student assignment to ELD, intervention/enrichment groups. Deliver high quality ELD, intervention/enrichment instruction using researched-based materials and strategies. Annually inventory of site materials and expertise for interventions and instruction. Provide professional development and ongoing support to teachers in the implementation of effective, targeted intervention materials and instructional strategies. <p>Implement collaboration time on a consistent and ongoing basis for teachers to plan and coordinate instructional programs throughout the district (DAS, G5; APS, 8.1, 8.2)</p> <ul style="list-style-type: none"> Schedule team meetings minimum monthly for approximately 1.5 hours. 	<p>Superintendent, Site Principals, Teachers</p> <p>Site Principals, Teachers</p> <p>Superintendent, Site Principals, Teachers</p> <p>Site Principals, Teachers</p> <p>Superintendents, Site Principals</p> <p>Superintendent, Site Principals, Teachers</p> <p>Principals</p>	<p>2011-2013</p> <p>September, 2011- June 2013</p> <p>Feb. 2012- Sept. 2012</p> <p>January 2012-June 2013</p> <p>Annually (May)</p> <p>Sept., 2011-May, 2013</p> <p>Monthly starting Jan, 2012-May, 2013</p>	<p>\$250,000</p> <p>\$25,000</p> <p>\$9,600</p> <p>\$12,500</p>	<p>Title I, Title III</p> <p>Title I, Title III</p> <p>Title I, Title III, EIA</p> <p>Title I, Title II, Title III</p> <p>Title I, Title III</p>
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<ul style="list-style-type: none"> Allocate faculty meeting time for teacher collaboration and check in on monthly team meeting goals. Select and develop a process and protocols for launching and implementing effective team meetings to be shared with teachers. Provide common training/protocols on team process for effective team meetings. Site leadership will gather feedback on how the process is working and make refinements accordingly. 	Principals, teachers	Monthly starting Jan, 2012-May, 2013 January, 2012 January, 2012 2012-2013 Quarterly – Oct., March, and May	
<ul style="list-style-type: none"> Allocate faculty meeting time for teacher collaboration and check in on monthly team meeting goals. Select and develop a process and protocols for launching and implementing effective team meetings to be shared with teachers. Provide common training/protocols on team process for effective team meetings. Site leadership will gather feedback on how the process is working and make refinements accordingly. 	Superintendent, Site Principals, Teachers Site Principals, Teachers	January, 2012 2012-2013 Quarterly – Oct., March, and May	

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

<p>Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ft/stateassesspl.asp.)</p>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The professional development needs of the staff were determined utilizing the following:</p> <ul style="list-style-type: none"> Student needs determined by analyzing both formative and summative assessment data Ongoing implementation of research-based instructional practices. 	See items 2a, 3a-e & 4a in Section Four above	See items 2a, 3a-e & 4a in Section Four above	See items 2a, 3a-e & 4a in Section Four above	See items 2a, 3a-e & 4a in Section Four above

<ul style="list-style-type: none"> • Professional development in the implementation of district adopted core curriculum in the areas of Reading/Language Arts and Mathematics. • Administrator and teacher needs assessment surveys • Use of State Tools: APS and DAS. <p>Utilizing the information from these three data points, items 2a, 3a-e & 4a in Section Four above outline the specific professional development activities that are being undertaken.</p>				
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6. 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
- 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>AMAO 1 Each EL student will meet or exceed annual growth target (56%) for learning English as evidenced by one performance level gain for students scoring at the beginning, early intermediate and intermediate levels and students scoring at the early advanced and advanced levels sustain language proficiency.</p> <p>AMAO 2 The district will meet or exceed the performance target for the number of EL students who achieve English proficiency on the California English Language Development Test by scoring at the early advanced or advanced level (20.1% for students enrolled less than five years; 45.1% for students enrolled five years or more).</p>				

<p>AMAO 3</p> <ul style="list-style-type: none"> The district will increase annually by 19.3% the total number of English Language Learners who achieve proficiency or above on the English/Language Arts California Standards Test. The district will increase annually by 14.7% the total number of English Language Learners who achieve proficiency or above on the Mathematics California Standards Test. <p>Strategies:</p> <ul style="list-style-type: none"> All K-6 schools will designate a block of 150 minutes per week for each grade level for targeted, ELD instruction. Develop and implement consistent and objective criteria for student assignment to ELD groups based on CELDT levels. Deliver high quality ELD instruction using district adopted ELD materials. Provide professional development and ongoing support to teachers in the implementation of effective ELD materials and instructional strategies. 	<p>Site Principals, Teachers</p> <p>Superintendent, Site Principals, Teachers</p> <p>Superintendent, Site Principals, Teachers</p> <p>Superintendent, Site Principals</p>	<p>September, 2011</p> <p>Feb. 2012- Sept. 2012</p> <p>January 2012-June 2013</p> <p>Sept., 2011-May, 2013</p>	<p>See Section 4C</p> <p>\$2,000</p> <p>See Section on Instructional Materials See Section 4B.</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title II, Title III</p>
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7. 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>Before school and after school programs to provide students in need of additional instructional support targeted interventions in math and reading/English language arts.</p> <p>Provide summer school programs, as funding allows, to provide academic support through an extended school year.</p>	<p>Site Principals, Teachers</p> <p>Superintendent, Site Principals, Teachers</p>	<p>October, 2011- April, 2013</p> <p>Contingent on available funding</p>	<p>\$20,000</p>	<p>Title I, Title III</p>

8. 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>The District will continue to promote the consistent two-way flow of information with respect to academic goals, student achievement, and progress towards goals, between parents, teachers, site administrators and district administrators in an understandable format and language utilizing the following strategies:</p> <p>Electronic and print communications (i.e., posts to the district, school site and teacher websites; newsletters; flyers; etc.)</p>	<p>Superintendent, Site Principals, Teachers, and Parents</p> <p>Superintendent, Site Principals, Teachers</p>	<p>2011-2013; Monitored quarterly Oct., Jan., Mar., June</p> <p>At least monthly, 2011-2013</p>	<p>\$4,000</p>	<p>General fund.</p>

<p>Parent participation in School Site Councils/Advisory Councils/Executive Committee, English Learner Advisory Committees, and Parent Groups.</p> <p>Content specific family education nights (i.e. Family Math, Literacy Night)</p>	<p>Site Principals, Teachers, Parents</p> <p>Site Principals, Teachers, Parents</p>	<p>2011-2013</p> <p>At least two per academic year (2011-2013)</p>	<p>\$500 for child care, if needed.</p> <p>\$1,200</p>	<p>Title I</p> <p>Site Funds, Title I</p>
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LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Piner-Olivet Union School District

County District Code: 49-70870

Date of Local Governing Board Approval: January 11, 2012

District Superintendent: Jennie Snyder, Ed.D.

Address: 3450 Coffey Lane

City: Santa Rosa

Zip Code: 95403

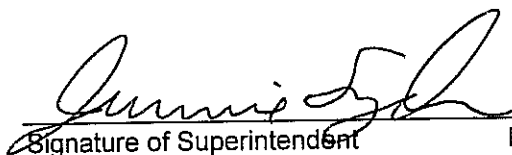
Phone: 707-522-3000

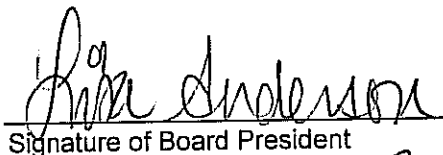
FAX: 707-522-3007

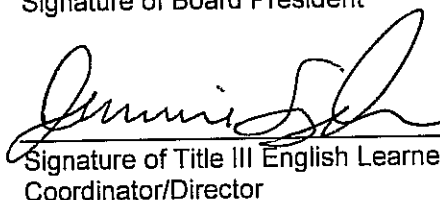
E-mail:
jsnyder@pousd.org

Signatures:

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

 Jennie Snyder 1/11/12
Signature of Superintendent Printed Name of Superintendent Date

 Lisa Anderson 1/11/12
Signature of Board President Printed Name of Board President Date

 Jennie Snyder 1/11/12
Signature of Title III English Learner Coordinator/Director Printed Name of Title III English Learner Coordinator/Director 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.