

District Name: Porterville Unified School CD Code: 54-75523

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.

The LEA Plan Addendum must be submitted to the California Department of Education (CDE): **School Year 2014-15**

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.

The prior LEAP was successful in maintaining student academic achievement as evidenced by district and school data collected locally and from state data. Due to the new California Assessment of Student Performance and Progress (CAASPP), the assessments have changed the focus to local assessments until the base year of 2014-15 is complete. The increased use of data (benchmarks, and a teach-reteach model) has redesigned the instructional model for foundational academic skills, but the prior LEAP design is not sufficient for the move to higher cognitive levels of understanding and application necessary to demonstrate mastery of skills delineated in New State Standards and Smarter Balanced assessments. In addition, the previous LEAP did not address preparing students to be college and career ready by high school graduation.

These are the following actions implemented during the 2014-15 school year:

Actions:

All students should be able to graduate from high school prepared for college and career and meeting the PUSD graduate outcomes. PUSD will increase the number of open enrollment Linked Learning Pathways (career-based academies) from the currently existing nine (10) to fifteen (15) and ensure the quality and effectiveness of the Linked Learning Pathways by maintaining an enrollment of 75 to 100 students per grade level in each Linked Learning Pathway.

Actions:

Personalized learning plans and transition process for all middle school students that provide the opportunity for students to link academics to career interest through assessment of the graduate outcome rubric, interest inventories and enrollment in career exploration electives. PUSD is actively involved in K-8 STEM Grant for College and Career.

Actions:

Learning plan for elementary grade students that ties academic needs to student interest so that they enter middle school without need for remediation and have multiple experiences to connect academic achievement to college and career readiness.

Actions:

A program of targeted intervention provided for the lowest performing students and the lowest performing schools within PUSD by highly effective teachers.

Actions:

Staff Development is considered vital in the implementation of New State Standards.

PUSD is working with WestEd and TCOE to provide local staff development sessions and coaching. PUSD is providing other staff development outside the district in alignment of the following areas:

New State Standards English Language Arts and Mathematics Implementation

Integrating CA English Language Development standards

Implementing rigorous extended academic discourse

Academic vocabulary development

Repeated Interactive Read Alouds for primary classrooms (K-2)

Close reading with test dependent question for intermediate classrooms (3-6)

Secondary 7-12 ELD teachers

7th-12th Grade Instructional Coaches Training

Planning lessons and instruction based on the district standards based units

8th -12th Math Vision Project Integrated Math 1 Training

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>.)

Linked Learning Enrollments

2014-2015	GRADES			
SCHOOLS	09	10	11	12
Porterville High School	268	213	196	184
PHS- (PAB)	98	92	70	57
PHS- (PAH)	109	89	94	79
PHS-(AERO)	61	32	32	48
Monache High School	106	99	69	59
MHS- (ESA)	25	29	21	22
MHS-(MTA)	81	70	48	37
Granite Hills High School	179	162	93	70
GHHS- (DDC)	56	45	30	25
GHHS- (LJE)	123	117	63	45
Harmony Magnet Academy	155	149	121	93
HMA- (AOE)	92	85	73	56
HMA- (APA)	63	64	48	37
Strathmore High School	25	44	46	26
SHS- (EAT/ECM)	25	44	46	26

CAHSEE Mathematics/ELA Proficiency

Group	Baseline	2013 Result	2014 Result	2015 Results
Overall	81%	83%	86%	88%
Hispanic	79%	83%	86%	83%

White, non-Hispanic	86%	87%	88%	90%
ELL	56%	58%	63%	65%
SED	78%	80%	84%	80%
Migrant	81%	83%	85%	82%

Benchmark % Proficient or advanced grades 2-6 Mathematics/ELA

Group	Baseline	2013 Result	2014 Result	2015 Results
Overall	63%/49%	66%/53%	71%/57%	70%/56%
Hispanic	61%/46%	66%/50%	71%/55%	70%/53%
White, non-Hispanic	61%/56%	69%/60%	69%/64%	71%/65%
ELL	54%/45%	58%/33%	62%/38%	60%/36%
SED	62%/45%	66%/49%	70%/52%	69%/52%
Migrant	61%/46%	66%/50%	71%/55%	68%/51%

Benchmark % Proficient or advanced grades 7-8 Mathematics/ELA

Group	Baseline	2013 Result	2014 Result	2015 Results
Overall	47%/50%	51%/54%	55%/58%	56%/57%
Hispanic	48%/49%	51%/52%	55%/56%	53%/52%
White, non-Hispanic	55%/60%	58%/64%	61%/68%	60%/67%
ELL	32%/21%	36%/24%	40%/28%	39%/29%
SED	45%/46%	49%/49%	53%/53%	55%/53%
Migrant	48%/49%	51%/52%	55%/56%	51%/49%

Graduation Rate

Group	2012 Results	2013 Results	2014 Results	2015 Results
Overall	79.5%	81%	84%	86.3%
Hispanic	79.4%	81%	84%	84.5%
White, non-Hispanic	80.6%	82%	84%	86%
ELL	70.85%	72%	75%	74%
SED	76.9%	79%	84%	82%
Migrant	70.85%	72%	75%	74%

College Enrollment

Group	2012 Results	2013 Results	2014 Results	2015 Results
Overall	51%	54%	60%	61.5%
Hispanic	48%	54%	60%	59%
White, non-Hispanic	51%	54%	60%	62%
ELL	32%	35%	43%	42%
SED	48%	54%	60%	58%

Analysis

Linked Learning Enrollments: Enrollment has increased by 10%.

CAHSEE Mathematics/ELA:

Targets for schoolwide and significant sub-groups have met except for White, Non-Hispanic

Benchmark % Proficient or advanced grades 2-6 Mathematics/ELA

Targets for schoolwide and significant sub-groups have been met and exceeded targets.

Benchmark % Proficient or advanced grades 7-8 Mathematics/ELA

Targets for schoolwide and significant sub-groups have been met and exceeded targets, except for English Language Learners.

Graduation Rate

Targets for schoolwide and significant sub-groups have increased their rates English Language Learners and Migrant students are not meeting expectations as compared to other subgroups and schoolwide.

College Enrollment

Targets for schoolwide and significant sub-groups have met except for English Language Learners.

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.

Referencing studies in the Journal of School Health by researchers such as Eisener, McNeely and Falci, PUSD has started planning for a formalized transition process for 6th grader students becoming prepared to make the move to the middle school environment. Building a transition process that provides 6th grade students and parents an early connection to the middle school teachers, administrators, students, expectations, student activities, and courses has been demonstrated by program such as Project Cornerstone in Palo Alto Unified School District to provide for greater student connectedness to school. A well-developed transition plan from elementary to middle school will allow students to revise or reaffirm personalized learning plans and move to middle school with the need for remediation.

14-15

A true middle school concept has been implemented at Pioneer Middle School. Pioneer Middle School serves 6th, 7th, and 8th graders. Students are still involved in the Dual Immersion curriculum for all three years. Students will have an extra year to learn the skills and concepts that will help them transition from middle school to high school.

PUSD Linked Learning Pathways are structured on the National Academy Foundation models which have a 30 year documented record of student success through personalization of strategies. The instructional strategies and curriculum are supported by the research and practice of ConnectEd. PUSD is part of the Linked Learning Alliance and is an observation school for NAF and ConnectEd. The Governor of California recently signed legislation supporting the Linked Learning Initiative which will provide additional support for the redesign process that has been Undertaken by PUSD.

There is a substantial research base that supports the importance of a well-designed transition process for students moving from middle school into high school. The California Comprehensive Center at WestEd has documented transition strategies that have demonstrated high graduation rates in California schools. (Parrish, et.al2011). In addition, the work of Williamston (2010) in the Research Brief Transition from Middle to High School provides guidance to developing a plan that addresses potential areas of risk when students move into high school

The research by Linda Darling-Hammond (Evaluating Teacher Effectiveness, 2010) illustrates that highly skilled and effective teachers is a key to students making significant academic progress. Engaging and relevant classroom interaction between teacher and student is the element that provides students the opportunity to complete their individualized learning plan and realize their goals.

In collaboration, the bargaining unit and administration will look closely at staff development plans and evaluation processes and build an evaluation program that includes the review of research by the Center for Teaching Quality as well as the research of L. Darling-Hammond. These components recognize the necessity of teachers having sufficient staff development time to hone the instructional skills necessary for students to have the higher-level cognitive skills necessary to demonstrate subject area

proficiency based on New State Standards. A self-evaluation linked to graduate outcomes and how prepared teachers feel to provide the instruction and guidance to ensure that students can demonstrate the outcomes will provide guidance to the development of each teacher's professional development plan. Teacher evaluation will not be based on a single measure of student achievement, but will incorporate multiple measures of student learning including criterion referenced tests, formative assessments, checks for higher-order conceptual understanding and rubric measurement of progress toward expected graduate outcomes.

The effectiveness of teacher collaboration is documented by the research of K. Jamentz (Isolation is the Enemy of improvement, 2002). Linked Learning Pathways have common prep period scheduling for all Pathway teachers. Principals have received training on the development of master schedules with a focus on common planning periods. This concept will be extended to provide all teachers with a professional cohort that will be structured to provide professional discussions, reflection and integrated planning.

Response to Intervention (RTI) programs, piloted at three elementary sites, are successfully identifying effective interventions for students that are below and for below basic.

14-15

The sites have implemented data based progress monitoring. With this process, they have been able to identify the students' that really need intensive service. Referrals for Special Education are not made without going through a Student Study Team and progress monitoring.

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 http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>New State Standards Training WestEd Transition to New State Standards Training for administrators, teachers, and coaches.</p> <p>WestEd will provide professional development and leadership coaching to build the capacity of the principals. Develop a monitoring protocol for classroom observation of implementation of New State Standards and instructional shifts. Principals will learn how to observe classroom instruction and look for evidence of instructional shifts. The WestEd consultants will provide feedback and consultation to principals on the implementation of New State Standards and instructional shifts. Ultimately, WestEd consultants will facilitate the development of an action plan for the school and district to improve the implementation of the local accountability system elements.</p> <p>Continuation of STAR Early Literacy and STAR Reading</p> <p>The district leadership and site leadership is monitoring the student learning and the implementation of interventions using the data management system and classroom observations of the mastery lessons.</p> <p>The district is specifically monitoring the progress of English Learners, Socio-economically disadvantaged, Foster Youth, American Indians, and students with disabilities to ensure that they have access to the grade level standards in appropriately differentiated lessons.</p> <p>Development of interim benchmarks for formative assessment and instructional strategy adjustment during transition to New State</p>	<p>Asst. Supt. Instruction, Directors of Curriculum and Technology, director of Assessment and Accountability, Principals, Coaches</p>	<p>August 2014 – June 2015</p>	<p>Title I \$754,629</p>

<p>Standards</p> <p>Implementation of New State Standards Based Report Card in grades K-6</p> <p>14-15</p> <p>This year the report card was implemented to correlate with the New State Standards and four instructional quarters. There is a great connection between the curriculum work and design of the instructional units and the report card.</p> <p>Pathway Development with integrated curriculum design and project based instructional strategies.</p> <p>Using the district data management system, district and site leadership assess the quality of the implementation of the curriculum and the need for strategic and intensive intervention for individual students and subgroups of students.</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.

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)
<p>Professional development by TCOE for Introduction to New State Standards in Mathematics and ELA Identified as a need because of change in state adopted standards and assessment changes.</p> <p>14.15 WestEd will provide staff development sessions and coaching in the following areas: Implementing rigorous extended academic discourse Academic vocabulary development Repeated Interactive Read Alouds for primary classrooms (K-2.) Close reading with text dependent questions for intermediate classrooms (3-6) Integrating New State Standards writing instruction Integrating CA ELD standards Provide in-class demonstration lessons Secondary 7-12 ELD teachers 7th-12th Grade Instructional Coaches Training Planning lessons and instruction based on the district standards based units 8th -12th Math Vision Project Integrated Math 1 Training</p>	<p>Asst. Supt. Instruction, Directors of Curriculum and Technology, director of Assessment and Accountability, Principals, Coaches</p>	<p>August 2014 – June 2015</p>	<p>\$754,629</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
<p>The sites offer multiple opportunities for extended instructional time beyond the regular school day and year. Sites offer before school and after school intervention classes, Saturday School, CAHSEE review classes during winter break, Adult School concurrent classes, extended hours at high school libraries, homework assistance in after school programs, summer school intervention for those below grade level in reading and mathematics and those 10th, 11th, and 12th grade students who have not passed both sections of the CAHSEE, and peer tutoring programs at the high school level. Intervention courses are offered to students scoring below the proficient level. Each site principal develops a list of students scoring below proficient and tracks access to intervention options for each student.</p>	<p>Asst. Supt. Instruction; Directors of Curriculum, Special Education, Assessments and Accountability; Psychologists; Academic Counselors; Principals; Librarians; After school Program Coordinators</p>	<p>August 2014- June 2015</p>	<p>Approx. \$34.20 per hour to cover supplemental time for teachers to tutor Students.</p>	<p>Title I, Title III, and LCAP Funding</p>
<p>The Migrant Education Program is also available to offer multiple opportunities for extended instructional time beyond the regular school day and year. Sites offer our Migrant students before school and after school intervention classes, Saturday School, CAHSEE review classes during winter break. Extended learning opportunities during winter and spring break. The Migrant Education Program also offers a K-11th summer school programs.</p>	<p>Asst. Supt. Instruction; Directors of Curriculum, Special Education, Assessments and Accountability; Psychologists; Academic Counselors; Principals; Librarians; After school Program Coordinators</p>	<p>August 2014- 2015</p>	<p>Approx. \$34.20 per hour to cover supplemental time for teachers to tutor Students.</p>	<p>Migrant Funding \$720,000</p>

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>The district and sites will utilize strategies to promote effective parental involvement and then monitor the success of the strategies. Specifically, the district and sites will increase useful and timely community and parent communication through: a) full utilization of Blackboard Connect Ed that allows mass calling of parents in both English and Spanish; b) on-line Parent Portal access to Aeries information for their student including teacher grade books, test scores, assignments, and attendance; c) updated website for district and sites that have current calendars for all school activities and contact information.</p> <p>The district and sites will ensure that parents are informed about and understand the New State Standards-Standards system and their student's academic progress through: a) school newsletters; b) back-to-school nights; c) supplemental counseling program for grades 7-12 that provides individual counseling appointments that includes parents and focuses upon student records and intervention plans to ensure high school graduation; d) parent/teacher conferences held on minimum days and evenings; e) grade progress reports on a 4-5 week schedule; f) on-line access to grade information; and g) benchmark test results; (h) parent education classes at some sites.</p> <p>The district will ensure that schools have family/parent involvement programs through: a) utilization of district advisory councils; b) increased communication with Tule River Tribal Council; c) increased number of training sessions for school site council members; d) in-services for administration on creation and maintenance of an active site council; and e) monitoring of site council minutes.</p> <p>The district will ensure that schools provide parents resources to support academic success through: a) availability of</p>	<p>Director of Assessment and Accountability Director of Technology: Career/Technology Advisory Committees: School Site Councils and ELAC; DAC/DELAC; Chamber of Commerce; Principals; Parent/Teacher Organizations; Teachers; Porterville Education Foundation</p>	<p>August 2014- June 2015</p>	<p>\$120,000</p>	<p>Title I and LCAP Funding</p>

Parenting Partners training; b) math and science fun nights; d) participation in community wide activities.

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

Local Educational Agency (LEA) Plan Information:

Name of LEA: Porterville Unified School District

County District Code: 54-75523

Date of Local Governing Board Approval: October 8, 2015

District Superintendent: John Snavelly, Ed. D.

Address: 600 West Grand Avenue

City: Porterville

Zip Code: 93257

Phone: 559-793-2445

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ools.org

Signatures:

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

	John Snavelly, Ed. D.	October 8, 2015
Signature of Superintendent	Printed Name of Superintendent	Date

	Lillian Durbin	October 8, 2015
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.