

District Name: Hart-Ransom Union
Elementary School District

CD Code: 50-71092

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.

1. Hart-Ransom School District is currently implementing the LEA plan that was revised in March of 2011 and the Title III consortium plan (2010), the English Learners Master Plan, 2011. Modifications and adjustments to these plans are being made as needed based on data collected regarding student achievement. Over the years, the district has made consistent progress, up through 2009, when Hart-Ransom Elementary School earned the California Distinguished School award, indicating that our plans and strategies had been effective. (see charts below). However, in 2010 and 2011, desired results were not reached and the federal targets were not met and our district entered Year One of Program Improvement. The District/School Leadership Team (DSLTL), comprised of administration, certificated and classified staff and parents, did the analysis of the surveys and the LEA plan and determined actions to promote improvement at Hart-Ransom School District.

Assessment data and analysis

Results from the Academic Program Survey (APS), the District Assistance Survey (DAS) and the English Learner Subgroup Self- Assessment (ELSSA) completed in the fall of 2011 have provided the following findings constructed around the nine Essential Program Components and several DAS components.

Fundamental Teaching and Learning Needs

1. Standards Based Materials EPC 1: All K-8 students have been provided with SBE-adopted basic core instructional materials in both Reading-Language Arts, and Math. In 2009 SBE-adopted standards based math materials were put into place by the Hart-Ransom School Board and in 2011, SBE-adopted standards based Reading Language Arts and English Language Development materials were put into place by the Hart-Ransom School Board.

Needs: Continued training on the newly adopted RLA materials in both K-5 and 6-8 levels is needed. Through the assistance of Stanislaus County Office of Education, this professional development is being provided. Specific training for teachers in the math adoption is needed at the K-5 level. Un-packing the Common Core Standards and doing the “crosswalk” between the California Content Standards and the CCS needs to be done in both math and English Language Arts.

2. Sufficiency of Time for Learning EPC 2 : Students in K-5 are provided with 2.5 hours of reading language arts instructional time and 6-8 are provided with 2 class periods of instructional time daily. Reading intervention is provided through universal access times for K-5, a supplemental reading teacher for grades 1 and 2, and a strategic class for grade 6. In grades 1 and 2 students below grade level in reading get an extra 30 minutes per day of intensive reading instruction from our supplemental teacher.

EL students in grades K-8 receive 60 - 120 minutes of ELD per week, taught by a fully credentialed EL teacher. In 2011, the district has purchased and the school is implementing State Board approved ELD materials that are being implemented during the ELD instruction.

In math the school provides one hour of time for K-5 and one class period per day in math, one class period of math for 6th grade students with one strategic class in 6th grade. At grades 7 and 8 students are provided with 1 to 2 periods of math at their level, with a support class for one of the algebra groups. All grade levels use the 2007-2008 math adoption materials.

Our ASES program provides some supplemental instruction in both RLA and Math. Additionally, some of our 1st-3rd classroom teachers provide remedial assistance in reading and math during the 2:00 – 2:40 time slot.

Needs: Through the APS, it was determined that our English language students are not receiving the state required ELD instruction in amount of time per day/week. A recommendation to the governing board to increase the ELD teacher time to accommodate for this deficit is being presented. Additionally, a restructuring of the ELD instructional time to facilitate instruction at the students’ CELDT level is being implemented.

Although the district provides one hour of math time, we found that not all teachers are actually instructing math for a full hour. Redistribution of class time is needed to fulfill the hour requirement.

3. Pacing Guides EPC 3: All grade levels have developed their own pacing guides for both math and RLA. These are based on the California content standards. These are monitored by the administration.

Needs: Not all the pacing guides are developed using the appropriate template provided by the district. Pacing guides are not aligned with CCS.

4. School Administrator Leadership EPC 4: The one principal in the district has been trained in AB 430 and has done the practicum hours that go with the training. Additionally, she has been trained in the 4 day leadership training by McREL "School Leadership that Works." Continued training and education is provided to the administrator yearly. The School Leadership Team (SLT) has been participated in a 2 year training for Leadership Teams provided by the Stanislaus County Office of Education.

Needs: Continue to provide training for administrator and SLT on a regular basis.

5. Credentialed teachers and Professional Development EPC 5: All of the districts' teachers except one are highly qualified according to NCLB requirements. Since AB 466 (SB 472) was first implemented, Hart-Ransom School district has provided opportunities for teachers to be trained during summer and during the school year. Of our 27 classroom RLA teachers, 21 have been AB466 or SB472 trained. Of our 26 classroom math teachers, only 4 have been math trained. When the new math adoption came out the district had planned to train staff, but AB466/SB472 was discontinued.

All classroom teachers, except one, are authorized to teach English learners. The one exception is awaiting results from the CTEL exam and then all teachers will be authorized to teach English learners.

Needs: Continued professional development is needed, especially in the area of math and on the new ELA /RLA adoptions for which there is no state training available. Training for ELD teachers on the new ELD materials is needed.

6. Ongoing Instructional Assistance and Support for Teachers EPC 6: The school district does not currently have curriculum coaches because of budgetary reasons . The administrator is the curriculum coach for teachers, spending time observing teachers, having reflective conversations, modeling lessons and giving assistance to teachers.
7. Student Achievement Monitoring EPC 7: Hart-Ransom School District assesses K-8 student achievement regularly in the areas of reading/language arts and mathematics using standards-based benchmark assessments. Test results are reported to administration and are analyzed by teacher, at grade level, to determine student needs and instructional practice. There has been a standards based report card in place for years at the K-3 level.

Needs: Benchmark assessments will need to be re-evaluated as the Common Core Standards are implemented. Standards based report cards will also need to be re-developed to reflect the Common Core Standards.

8. Collaboration in using assessment to inform instruction EPC 8: The district provides a collaboration time of one and a half hours every six weeks for teachers to analyze student work, assessments and develop instructional plans to meet the needs of students. These meetings are held by grade level, grade span or content area. The principal, along with input from the School Leadership Team, determines the tasks for the meetings and requires a report from each grade level regarding discussion, determination and decisions made. The following month results are required to be reported to the principal.

Needs: Some teachers indicated on the APS that they did not use data to guide student placement and instruction. A stronger focus on the process of collaboration needs to be put into place, and staff needs more direction/professional development regarding how use data to inform instruction.

9. Fiscal Support EPC 9: Both general and categorical funds of the school and district are used appropriately to support the English/reading language arts and mathematics program goals as written in the Single School Plan for Hart-Ransom.

Needs: Continue to monitor and update the plan and the fiscal allotments as the state budget for schools continues to shift in these uncertain economic times.

10. Effective Communication: In order to successfully implement the plans for improvement, it is essential that clear and frequent communication occurs amongst all stakeholders. The district has provided information, training and shared-decision-making opportunities through School Site Council, English Learner Advisory Council, the Governing Board, Budget Advisory Committee, Staff, Safety Committee, and Parents. A monthly newsletter goes to all families from the school office; a Superintendent’s Newsletter goes out to all families two times a year to share information. Classroom newsletters and district website are used to communicate information from the district, school and classroom teachers, and an all-district phone communication system is used to inform parents and the community of information regarding the school and its programs. Language groups with a population of 15% or more are provided with written communication in their language.

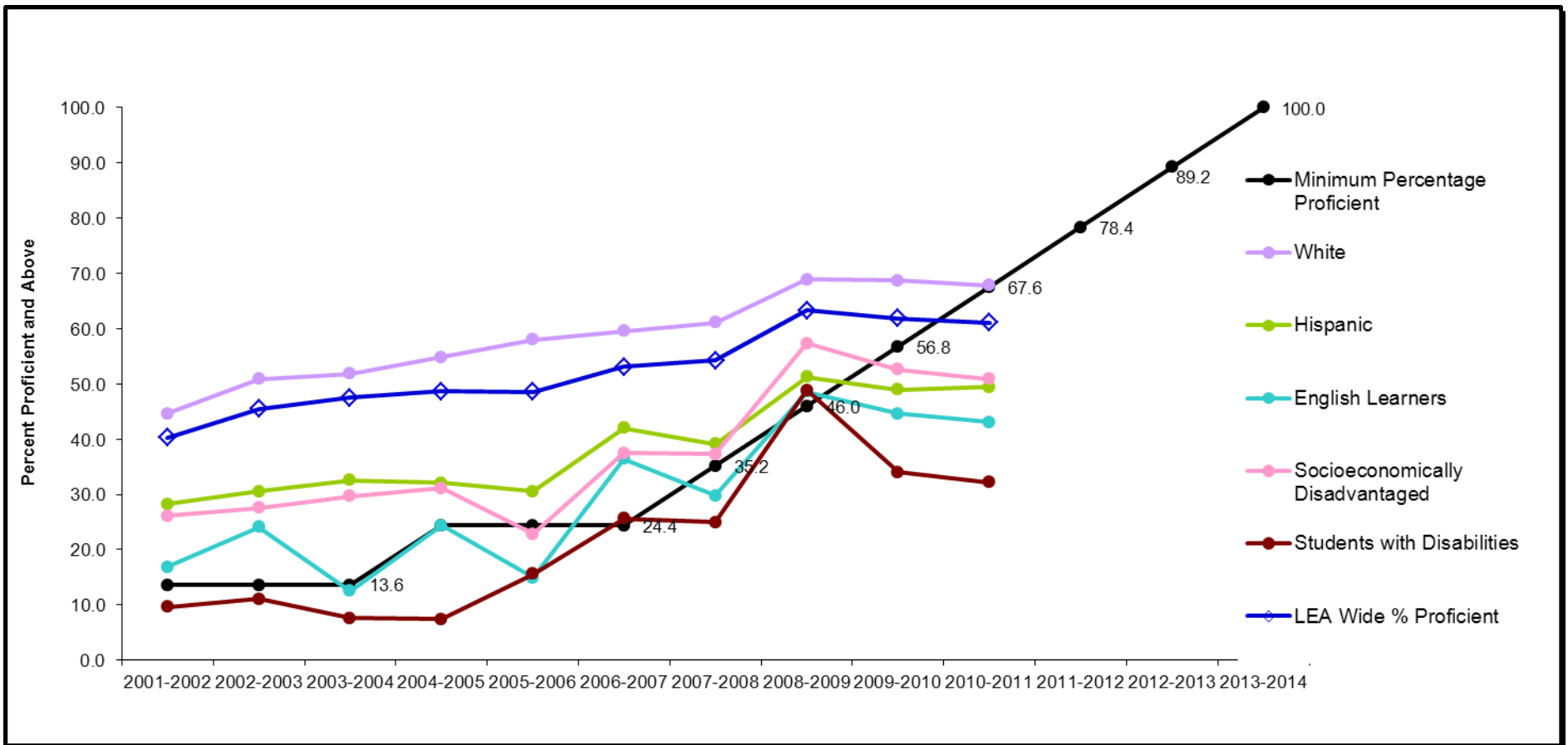
Needs: Continue to improve clear and frequent communication with all stakeholders to continue to build relationships and share information, to form working relationships with all who are involved to promote achievement of all our students.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
---	-----------------------	-------------------	----------------	----------------

<p>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/ac/ti/stateassesspi.asp.)</p>				
<p>After analysis of the APS and DAS it was determined that our LEA plan needs to be strengthened in the following areas:</p> <p>EPC 2 – Instructional Time –</p> <ul style="list-style-type: none"> a) The 2011 LEAP does not directly address the instructional minutes for ELA, math, ELD and Universal Access. b) Display standards/learning objective and discuss standards with students and community (LEAP 2011) <p>Not all teachers post and discuss standards/objectives with students for lessons.</p> <p>The principal needs to work with SLT to determine bell to bell instructional expectations, including time allotted to classroom ELA, Math instruction, ELA and Math Universal Access time and ELD instructional time.</p> <p>The teachers need to visually and verbally post and discuss standards/objectives through the lessons. Principal needs to monitor.</p> <p>Walk-throughs in classrooms will be used to gather data for monitoring purposes.</p>	<p>Principal/Superintendent</p> <p>Principal and School Leadership Team</p> <p>Principal and School Leadership Team</p> <p>Teachers and Principal</p>	<p>Sept. 2011</p> <p>January 2012</p>	<p>NA</p> <p>NA</p>	<p>NA</p> <p>NA</p>
<p>EPC 3 – District Pacing Guide –</p> <ul style="list-style-type: none"> a) Use year-long pacing guides which map out when and duration of teaching standard based concepts and skills in the reading programs.(2011 LEAP) <p>Pacing guides are designed by grade level teachers, are not consistent across grade levels and are not used with fidelity by all teachers.</p> <p>The district will create Pacing Guides that are standards based using both the California Content Standards and Common Core Standards for each grade level in ELA and</p>	<p>Principal Stanislaus County of Education</p>	<p>November 2011 – June 2012</p>	<p>\$1000.00</p>	<p>Title 1</p>

English Language Arts Annual Measurable Objectives (AMO's) California Standards Tests + CAHSEE

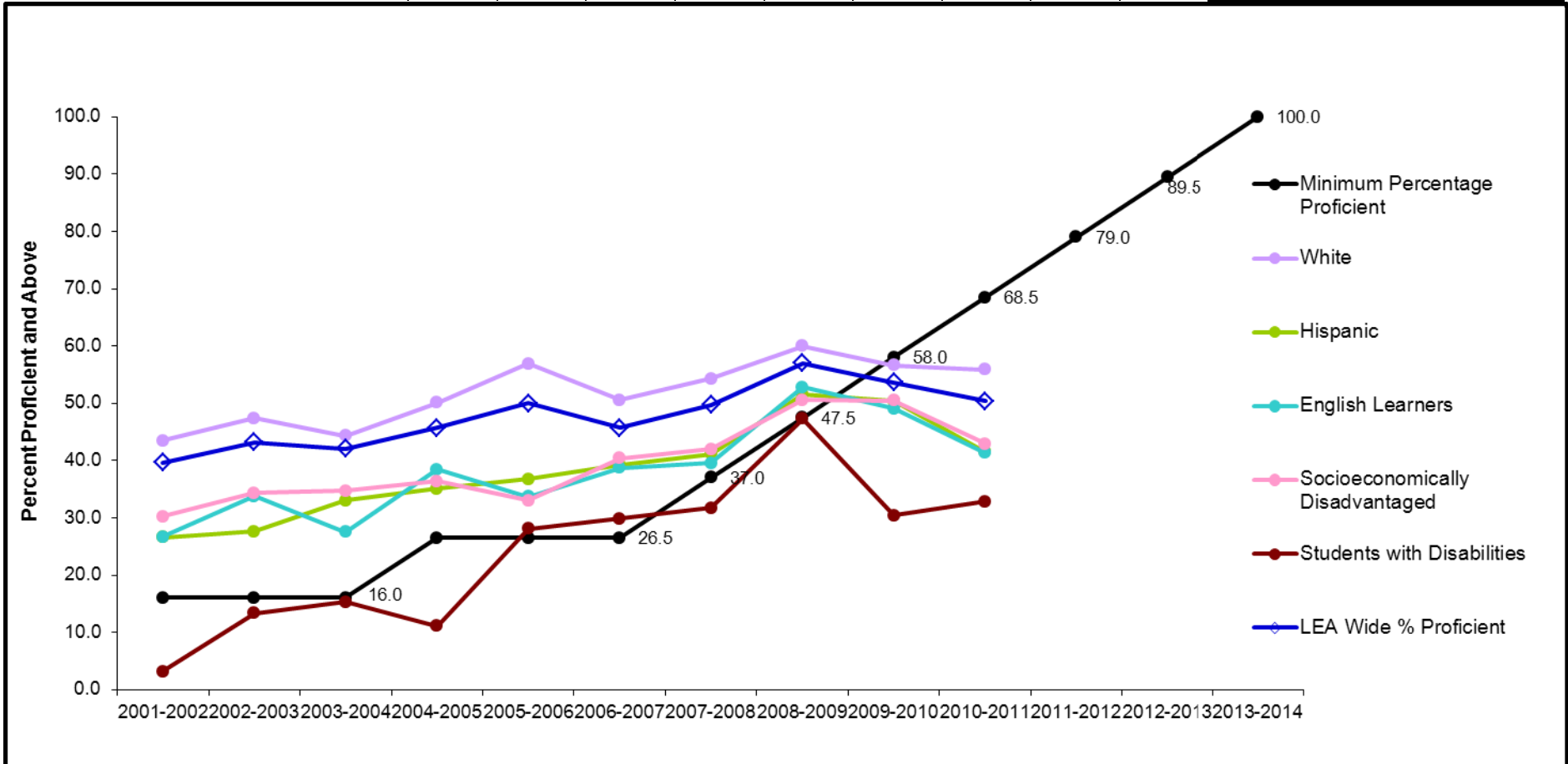
School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Minimum Percentage Proficient	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46.0	56.8	67.6	78.4	89.2	100.0
White	44.6	50.9	51.8	54.8	58.0	59.6	61.1	68.9	68.7	67.8			
Hispanic	28.2	30.5	32.6	32.1	30.5	42.0	39.1	51.3	49.0	49.4			
English Learners	16.9	24.1	12.5	24.4	14.9	36.4	29.8	48.6	44.6	43.1			
Socioeconomically Disadvantaged	26.1	24.1	12.5	24.4	14.9	36.4	29.8	48.6	44.6	43.1			
Students with Disabilities	9.6	11.1	7.6	7.4	15.6	25.6	25.0	48.9	34.0	32.2			
LEA Wide % Proficient	40.3	45.5	47.5	48.7	48.6	53.1	54.3	63.3	61.9	61.1			



Hart-Ransom Union Elementary School District

Mathematics Annual Measurable Objective (AMO's) California Standards Test+ CAHSEE

School Year	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Minimum Percentage Proficient	16.0	16.0	16.0	26.5	26.5	26.5	37.0	47.5	58.0	68.5	79.0	89.5	100.0
White	43.5	47.4	44.3	50.1	56.9	50.6	54.3	60.0	56.6	55.9			
Hispanic	26.6	27.6	33.0	35.1	36.7	39.3	41.1	51.6	50.4	41.5			
English Learners	26.7	33.8	27.5	38.4	33.7	38.7	39.5	52.8	49.1	41.3			
Socioeconomically Disadvantaged	30.2	34.3	34.7	36.4	33.0	40.4	42.0	50.6	50.5	42.9			
Students with Disabilities	3.2	13.3	15.3	11.1	28.1	29.8	31.7	47.3	30.4	32.8			
LEA Wide % Proficient	39.6	43.2	42.1	45.7	50.0	45.7	49.7	57.0	53.6	50.4			



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/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source															
<p>By June 2012 will decrease the percentage of students who are not proficient by 10%. The following ELA and Math subgroups will increase percent proficient or above:</p> <table border="0" data-bbox="96 665 894 836"> <thead> <tr> <th></th> <th style="text-align: center;">ELA</th> <th style="text-align: center;">MATH</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>49.9% to 54.5%</td> <td>41.5% to 47.4%</td> </tr> <tr> <td>White</td> <td>67.8% to 71.0%</td> <td>55.9% to 60.3%</td> </tr> <tr> <td>SED</td> <td>50.9% to 55.8%</td> <td>42.9% to 48.6%</td> </tr> <tr> <td>EL</td> <td>43.1% to 48.8%</td> <td>41.3% to 47.2%</td> </tr> </tbody> </table> <p>The targets are a result of Safe harbor calculations to provide attainable goals as the target are increasing.</p>		ELA	MATH	Hispanic	49.9% to 54.5%	41.5% to 47.4%	White	67.8% to 71.0%	55.9% to 60.3%	SED	50.9% to 55.8%	42.9% to 48.6%	EL	43.1% to 48.8%	41.3% to 47.2%	Principal and teachers	May 2012		
	ELA	MATH																	
Hispanic	49.9% to 54.5%	41.5% to 47.4%																	
White	67.8% to 71.0%	55.9% to 60.3%																	
SED	50.9% to 55.8%	42.9% to 48.6%																	
EL	43.1% to 48.8%	41.3% to 47.2%																	

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
1. Provide collaboration time of one and one-half hours 7 times per year (approx. every 6 weeks) with teachers to analyze student work, assessments and develop instructional plans in ELA and Math through minimum days in the negotiated contract. (EPC 8)	1. Principal and SLT	1. January 2012	NA	NA
2. Use classroom walk-throughs to collect data and/or monitor use of research-based active participation	2. Principal and SLT	2. January 2012	NA	NA

<p>strategies in ELA and Math. (EPC 7)</p> <p>3. Introduce Student Participation strategies and activities to staff and monitor use through handed in lesson plans. Teachers will use processes of compare/contrast, classifying, questioning, analogies, and reciprocal teaching techniques. (Marzanno)</p> <p>4. Differentiation of teaching throughout the school day to meet the ELA and Math needs of all students.</p> <p>5. 30 minutes each day will be dedicated to ELA Universal Access time in K-5 utilizing classroom teachers and support staff. This will be monitored by principal. (EPC 2)</p> <p>6. ELA strategic class in grades 7 and 8. (EPC 2)</p> <p>7. Realign support staff instructional assignments to support the core curriculum. (EPC 2)</p> <p>8. Develop District Common Core standards based pacing guides. (EPC 3)</p> <p>9. Present content lesson standards/objectives visually and verbally to students for every lesson. This will be monitored by principal. (Archer)</p> <p>10. Use articulated academic language across grade levels. This will be monitored by principal. (Beck, Kinsella)</p>	<p>3. Principal and Staff</p> <p>4. Teaching Staff</p> <p>5. Principal will revise daily schedule for Universal Access- Teaching Staff</p> <p>6. Principal will revise daily schedule to implement strategic class.</p> <p>7. Principal</p> <p>8. Principal/SLT</p> <p>9. Principal and Teaching staff</p> <p>10. Principal and Teaching staff</p>	<p>3.Sept. 2011</p> <p>4.January 2012</p> <p>5.January 2012</p> <p>6.February 2012</p> <p>7.January 2012</p> <p>8.March 2012</p> <p>9. January 2012</p> <p>10.Sept. 2011</p>	<p>NA</p> <p>NA</p>	<p>NA</p> <p>NA</p>
--	--	--	---------------------	---------------------

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

Please identify actions and how they will be supported. (See full implementation statements 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>1. Align the essential Common Core Standards to California Content standards</p> <p>2. Establish ELA and Math Pacing Guides utilizing the CCS</p> <p>3. Reevaluate ELA and Math benchmarks as CCS are implemented</p> <p>4. Collaboration meetings to establish strategies to meet student needs, utilize active participation techniques and focus on data to drive instruction.</p> <p>Dates of collaboration: Sept.2, 2011 Sept. 30, 2011 Nov. 10, 2011 Jan. 27, 2012 Feb. 17, 2012 March 2, 2012 May 17, 2012</p>	<p>1.Principal/SLT</p> <p>2.Principal/SLT</p> <p>3.Principal/SLT</p> <p>4.Principal/SLT</p>	<p>Jan 2012</p>	<p>\$600.00</p>	<p>General Fund</p>

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

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/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>1. District will provide ELA training using SCOE consultants.</p> <p>2. District will provide Math training using SCOE consultants.</p>	<p>School Principal/Superintendent</p>	<p>1. ELA: Grades 6 – 8: 11/2011 K-5: 1/2012 2. Math: 6-8</p>	<p>\$10,000</p>	<p>Title 1 and General fund 0634,0625</p>

<p>3. District will provide ELD training on new ELD materials.</p> <p>4. District will provide continued training in the use of data analysis to guide student placement and instruction.</p> <p>5. District will provide training in the Common Core Standards in both ELA and Math using SCOE consultants.</p>		<p>Fall 2010: K-5: Fall 2012 3. ELD by January 2013 4. Data analysis: August 2012- June 2013 5. CCS: Spring 2012</p>		
---	--	---	--	--

6. English Learners

Hart-Ransom is a part of a Title III Consortium with 3 other small county schools and the Stanislaus County Office of Education Alternative Education Schools. Although the consortium did not achieve any of the AMAO goals for 2011, Hart-Ransom as a district did achieve all AMAO goals except for AMAO 3. (See chart of ELSSA results for Hart-Ransom Union School District) However, because our EL students did not achieve the AMAO 3 nor achieve to the degree that we would like to see, we were a very active participant in designing the Title III plan and will implement it into our program.

AMAO category	Target	Percent meeting target	Was target met?
Annual progress in learning English: Title III AMAO 1	54.6%	56.7%	Yes
Annual progress in attaining English-Language Proficiency: Title III AMAO 2 – EL < 5 years	18.7%	43.2%	Yes
Annual progress in attaining English-Language Proficiency: Title III AMAO 2 – EL > 5 years	25.4%	60.0%	Yes
Progress in achieving academic standards: Title III AMAO 3 – AYP for EL subgroup - participation rate – ELA	95%	100%	Yes
Progress in achieving academic standards: Title III AMAO 3 – AYP for EL subgroup- participation rate – Math	95%	100%	Yes
Progress in achieving academic standards: Title III AMAO 3 – AYP for EL subgroup – percent proficient - ELA	67.6%	42.6%	No
Progress in achieving academic standards: Title III AMAO 3 – AYP for EL subgroup – percent proficient – Math	68.5%	41.7%	No

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>).

2011-2012 Title III Year 4 Action Plan

Five Local Educational Agencies in Stanislaus County in California's Central Valley make up the SCOE Consortium. The LEAs range from very small rural districts to the county schools. The number of English Learners also varies from under 20 for some of the participating districts to approximately 146. Four of the districts are elementary (K-8)

The districts:

Hart-Ransom District

- A small, rural K-8, two school district located just west of the Modesto, California.
- ADA for Hart-Ransom Union Elementary School is 730.
- ADA for Hart-Ransom Charter School is 230.
- Hart-Ransom School district has a long, distinguished record of high student achievement, including strong standardized testing and Academic Performance Index scores.
- The district offers a rigorous, standards-based curriculum at all grade levels.
- Average Class Size in Kindergarten through 1st grades is 20.
- Average Class Size in grades 2 - 8 is 29.
- Literacy and math support is provided by a support teacher.
- A district counselor is available to students at all grade levels.
- Character education is emphasized at all grade levels.
- A "state of the art" computer lab and technology coordinator offers on-going computer-based instruction and technological support to staff.
- A vibrant Parent/Teacher Club anchors a strong and supportive community presence in the District
- A Stanislaus County Office of Education-operated Deaf and Hard of Hearing Special Day Class serves students in grades K - 8.

Valley Home Joint School District

- A small, rural, progressive K-8 school district serving students and parents in a 50 square mile area in the California Central Valley at the base of the Sierra foothills.
- Valley Home School has two school sites; one that serves students in grades K through 3rd grades and the other which serves students in grades 4th through 8th grades.
- We also have a Community Day School which serves students in the 4th through 8th grades, and an excellent after-school program that operates until 6:00 p.m. every school day, and is free of charge to all Valley Home School District students.
- The District enrollment is around 150 students and draws from a diverse range of socio-economic backgrounds. The school's API (academic performance index rating) is in the 800+ range and is among the highest in the State.

Shiloh School District

- Shiloh is located on Paradise Road eight miles west of the city of Modesto and is the only school in its district. The school maintains a rural school atmosphere in an agricultural-type setting while still in close proximity to the urbanized area to the east.
- Shiloh School has six classrooms; approximately 140 students attend daily.
- Shiloh is one of three rural elementary school districts which feed into Modesto High School where eighth grade graduates attend.

Roberts Ferry

- Roberts Ferry Union Elementary School serves Kindergarten through 8th grade students from the city of **Waterford**, which is part of Stanislaus County. This school is eligible for participation in State & Federal Title I programs. Some or all students from this school participate in free or reduced lunch programs.
- The total number of students is 106 and there are five teachers.

Number of LEP-English Learners served = 245

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs)

A. Analysis of data and problems found.

The Stanislaus County Office of Education Consortium did not meet AMAO 1 during the 2010-2011 school year and in additional loss 6.3% points. The Consortia also failed to meet the target requirements for EL in programs 5 years or less, but made the growth target for those ELs in programs five years or more in the last two years.

The Consortium has not met AMAO 3 for the last four years. Upon analyzing the aggregated data of the EL populations in the Consortium who scored proficient on the CELDT, the following statements can be made:

- In reviewing Table 4 on AMAO 1, only 26.1% of the Intermediate students met the growth target; a 12.6% decline.
- 55% or 109 ELs at the EA English Proficient have been in U.S. schools for 6 years or more
- 68% or 120 ELs at the Intermediate level have been in district 4 years
- 58% or of Intermediate ELs have been in district 5 years

AMAO 3 Consortium AYP Result for EL Population 2011

District	ELA Target 67.6%	Met Yes/No	Math Target 68.5%	Met Yes/No
Hart Ransom	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Roberts Ferry	54.5%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	54.5%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Shiloh	18.0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	52.0%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Valley Home	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	46.2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Based on the Survey Results from participating consortia representatives identified the following areas as a focus:

- English Language Development, access to the core in ELA and Mathematics
- Need for Interventions, grouping and placement of students
- Professional Development, Formative Assessments and Monitoring of Implementation

B. Strengths and weaknesses of current plans

Strengths common to all LEAs:

Leadership from the districts in the revision of the Title III Year 2 Plan facilitated the development of the Title III Year 4 Plan. All districts provided input on the Needs Assessment.

- Teachers hold an English Learner authorization through the CLAD or Certification process.
- Students will be deployed to appropriate levels for English Language Development classes.
- Research-based materials are used in the ELD instruction.
- Students have full access to standards-based, state approved, ELA and Math materials.
- Districts will provide professional development on research-based strategies on instruction for ELs.
- Parents of English Learners will participate in parent-teacher conferences, receive regular translated communications, and participate in the ELAC meetings.

Weaknesses reflected in the data:

- There is a need to develop a system of monitoring of implementation of best practices for ELs.
- There is a need to extend parent engagement beyond ELAC/DELAC.
- There is a need to develop strategies to provide ELs for ELD grouping instruction.
- There is a need to develop strategies to provide ELs to access core subject matter
- There is a need for formative assessments for ELD.
- There is a need for appropriate interventions in ELA and Math

C. Identify and describe factors contributing to failure to meet AMAO 3

English Learners are generally grouped according to CELDT Overall proficiency levels. Analysis of needs at the domain level scores would inform instruction to provide appropriate support and intervention. The lack of appropriate differentiation during reading/language arts instruction limits the time of high quality sheltered instruction needed to help Intermediate students reach proficiency on the CST-ELA exam. Formative assessments aligned to instruction and proficiency levels should be consistently implemented to more carefully track progress and adjust support accordingly. An accountability-based implementation plan is necessary to make systemic change in the improved instructional programs for the Consortium members.

D. Conclusion:

From the input given by the districts and the data we received, the Consortium believes that to support more students at the Intermediate to reach Proficient or Advanced on the CSTs, content area instruction must be differentiated by sheltering with scaffolding devices that include academic language objectives. Intervention criteria and placement must include assessment of the students English language needs at the domain level on the CELDT and formative assessment results. Professional development to align the EL strategies with the standards taught must provide so that English learners may reach mastery in English and content standards.

District/LEA Name: Stanislaus County Office of Education Consortia

Date: December 2011

District/LEA SMART Goal : 2A AMAO 1

Title: Annual Progress Learning English

Description: By January 2013, the percentage of English learners in language instruction educational programs who will attain proficiency will increase from 0% to 20.1% in order to move toward meeting state-defined expectations for meeting the CELDT criterion for English Language proficiency.

Strategy: Implement ELD time, curricula, and instruction

Description: All English Learners will receive ELD instruction with adopted ELD instruction on a daily basis using district adopted ELD instructional materials/curriculum.

ACTION STEP: EL's have access to appropriate ELD curriculum.	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: ELD materials	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-	English learners	\$15,000.00	Title III, General fund of each District in Consortium
Description: LEA will provide district adopted, standards based ELD core and supplementary materials for all programs. These materials will address vocabulary, syntax, grammar, functions, and conventions within real life situations using meaningful content.						

Funding (Y N) Tag: (T3_Y4, T3_Y2)			Lewis			
TASK: <i>(number determined by identified needs)</i>	Start Date	End Date	Person Responsible	Status	na	
Title: Inventory materials	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
Description: Inventory current materials in all districts to identify needs						
Title: ELD materials selection committee recommends text	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
Description: consortia administrators will meet with COE to determine appropriate adoption of materials						
Title: Board of Education approval of recommended texts	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer,	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
Description: Each district will take recommendation to local Board of Education for approval						

			Seth Ehler, George Johnson, Rolanda Desroiers-Lewis			
Title: Purchase ELD texts	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	See action step 1	
Description: Purchase sufficient quantity for all EL's, based on last available CELDT data						
<u>ACTION STEP 2:</u> Instructional ELD minutes ensured	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Implementation of instruction	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerianna Boer, Seth Ehler, George Johnson, Rolanda	English learners	na	Title III, General fund of each District in Consortium

			Desroiers-Lewis			
<p>Description: Districts will ensure ELD time is provided to all EL's CELDT levels 1-5 until students reach district reclassification criteria. Students in grades k-12 will receive ELD instruction daily according to state recommended time allotment. Time: 30 minutes minimum for grades K-6 and minimum one period for grades 7-8. Funding (Y N)</p> <p>Tag: (T3_Y4, T3_Y2)</p>			<p>Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>		Na	na
TASK: <i>(number determined by identified needs)</i>						
Title: Elementary schedules					na	na
<p>Description: Principals will develop daily schedules of instructional staff for ELD instruction, which will be posted in classrooms involved with ELD instruction</p>			<p>Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>			

District/LEA SMART Goal: 2B (AMAO 2, Five years or Less): By January 2013, the percentage of English learners in language instruction educational programs less than five years attaining English language proficiency will increase from 14% to 20.1% in order to move towards state defined expectations for meeting the CELDT criterion for English language proficiency.

Title: English Proficiency

Description: Districts will ensure that teachers will implement SDAIE methods within all CORE subject areas.

Strategy: (number determined by identified needs)

Title: Instructional staff is implementing research based strategies and administration is monitoring

<u>ACTION STEP: 1</u>	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Implementation of research based strategies	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in consortium
Description: Students will receive instruction in the development of language through the use of two or more of the following tools: <ul style="list-style-type: none"> • Tier II Words (<u>Bringing Words to Life</u>, Beck, McKeown and Kucan) and formal English structure for the classroom setting. • <u>Teaching Basic and Advanced Vocabulary</u> by Marzano. • <u>Building Academic Vocabulary</u> by Marzano • <u>Classroom Instruction that Works for English Learners</u> by Hill and Flynn • The Twelve Powerful Words by Larry Bell. • Student engagement strategies: Quantum Learning, Anita Archer, Kate Kinsella, Power Teaching, etc. • “Imagine Learning” • SRA Reading Mastery • Read Naturally • Direct and systematic writing development • Direct and systematic 			Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis			

oral language development <ul style="list-style-type: none"> Linguistic frames, graphic organizers, SDAIE methodologies Collaboration regarding strategies, assessment, progress and achievement to be used to monitor and revise program as needed Funding (Y N) Tag: (T3_Y4, T3_Y2)						
<u>Action Step: 2</u>	Start Date	End Date	Person Responsible	Status		
Title: Monitor of student progress			Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	na	na

Description: Assessment will be used to monitor language development achievement of EL students through both formative and summative assessments.

District/LEA SMART Goal: 2C (AMAO 3, ELA and math proficiency) By January 2013, the percentage of English learners in language instruction educational programs will increase from 0% to 20.% in ELA and from 16.7% to 30% in Math proficiency as measured by the CST, in order to move toward state defined proficiency expectations.

Strategy: (number determined by identified needs)

Title: Implementation of research based strategies to improve academic achievement in ELA

Description: Districts will ensure that all EL students have access to core ELA curriculum

<u>ACTION STEP: 1</u>	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
<p>Title: Research based academic strategies</p> <p>Description: : Funding (Y) Teachers will utilize one or more of the following:</p> <ul style="list-style-type: none"> • <u>The Map of Standards</u> developed by Dr. John Carr to differentiate the linguistic demands in reading/language arts lessons and ensure that the RLA and Math\$ standards are met. • CELD by Irma Bravo-Lawrence – Stanislaus County Office of Education. This aligns Core Standards to EL level expectations for performance. • A+Rise materials by Evelyn Arroyo • Teachers will revise and adjust instruction to meet Common Core Standards. • SDAIE will be used to make core curriculum more accessible to EL students N) 	09/01/2011	01/30/2013	<p>School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>	<p><input type="checkbox"/>not begun <input checked="" type="checkbox"/>in progress <input type="checkbox"/>completed <input type="checkbox"/>suspended</p>	\$2000.00	<p>Title III and General Fund of each district in Consortium</p>

Tag: (T3_Y4, T3_Y2)						
<p>TASK: 1 Teachers will receive professional development in the area of ELD within the classroom setting through the use of one or more listed above.</p> <ul style="list-style-type: none"> • 	09/01/2011	01/30/2013	<p>School Site Administrators and instructional staff in Districts in consortium</p> <p>Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in the Consortium
<p>Task:2 Monitoring implementation through walk-thru systems using rubrics developed by each district</p>	09/01/2011	01/30/2013	<p>School Site Administrators and instructional staff in Districts in consortium</p> <p>Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis</p>	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		

District/LEA SMART Goal : 2D By January 2013, the LEA will provide high quality professional development to teachers, administrators, and other school or community based personnel to improve the education of English learners
Title: High quality professional development

Description: All teachers/staff of ELD will receive training in the new ELD texts.

Strategy: *(number determined by identified needs)*

Title: The LEA will provide training teachers/staff of ELD students

Description: The LEA will provide training to teachers and staff of ELD students

ACTION STEP: <i>(number determined by identified needs)</i>	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Calendar Description: : create a calendar of training based on availability of trainers and/or funding to support training Funding (Y N) Tag: (T3_Y4, T3_Y2)	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	na	na
TASK: Ensure that all ELD teachers are calendared in to receive training	09/01/2011	1/30/2013	Person Responsible	Status		
Title: Training.	09/01/2011	01/30/2013	School Site Administrators and	<input checked="" type="checkbox"/> not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed		

			instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> suspended		
TASK: Training on ELD adopted materials will be provided	09/01/2011	01/30/2013	School Site Administrators and instructional staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	X not begun <input type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in Consortium
TASK: Training will be provided through Stanislaus County Office of Education and/or program representatives.						

District/LEA SMART Goal: 2E By January 2013, the LEA will encourage parent participation through outreach strategies, so that 50% of parents are active participants in the education of their children.

Title: Parent and community participation

Description: Increasing percentage of English learner parent participation in their children's education.

Strategy: (number determined by identified needs)						
Title: Communication						
Description: : Improve knowledge of policies /procedures/programs						
<u>ACTION STEP: 1</u>	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Title: Communication Description: : Provide clear and timely communication in both English and the home language regarding: <ul style="list-style-type: none"> • Student expectations and achievement in ELD and core academics • accountability requirements • support services • school and community opportunities for students and families Funding (Y N) Tag: (T3_Y4, T3_Y2)	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	na	na
<u>Action Step: 2)</u>	Start Date	End Date	Person Responsible	Status		
Title: Parent Participation opportunities	09/01/2011	01/30/2013	School Site Administrators in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended	\$2000.00	Title III and General Fund of each district in Consortium

Description: Provide for parent participation opportunities through one or more of the following: <ul style="list-style-type: none"> • Latino Family Literacy Project • Project 2 Inspire • Exito Escolar • Family Reading and or Math Nights 						
--	--	--	--	--	--	--

District/LEA SMART Goal: 2F By January 2013, the LEA will provide EL parents with timely communication in their home language, regarding student achievement, programs and participation opportunities.

Title: Parent notification

Description: On-going written/verbal communication between school and home.

Strategy: *(number determined by identified needs)*

Title: Provide communication in home language as required by state and Education Code.

Description: LEA will ensure that communication from school is provided.

<u>ACTION STEP:</u> 1	Start Date mm/dd/yyyy	End Date mm/dd/yyyy	Person Responsible	Target Audience	Estimated Costs	Funding Sources
Determine which EL groups need translated communications Description: Using SIS create a data base of families needing home language communication. Funding (Y N) Tag: (T3_Y4, T3_Y2)	9/01/11	1/30/13				
<u>TASK:</u> 1 Create data base, translate necessary notifications,	Start Date	End Date	Person Responsible	Status	na	na

Task 2: Provide information to parents using one or more of the following methods: <ul style="list-style-type: none"> • Weekly newsletters • Notes/letters home • Phone messaging system • School marquee • Website • Parent-teacher conferences 	09/01/2011	01/30/2013	School Site Administrators and staff in Districts in consortium Jerrianna Boer, Seth Ehler, George Johnson, Rolanda Desroiers-Lewis	<input type="checkbox"/> not begun <input checked="" type="checkbox"/> in progress <input type="checkbox"/> completed <input type="checkbox"/> suspended		
---	-------------------	-------------------	--	---	--	--

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>1. Teachers will communicate daily homework assignments to ASES group leaders using District provided template.</p> <p>2. District will explore and implement new computer programs to use for remediation and/or academic enrichment during ASES.</p> <p>3. Cross grade partners for reading and/or tutoring will be arranged in ASES.</p> <p>4. Students are supported with “homework time” each day.</p>	Principal/ASES Coordinator and Grade level teachers	<p>1. Each school day- beginning 1/2012</p> <p>2. Spring 2012 to be implemented Fall 2012</p> <p>3. January 2012</p> <p>4. Sept 2011</p>	2.Unknown	ASES

--	--	--	--	--

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>1. Utilize the Home Connect component of Renaissance Learning, Accelerated Reader, to communicate student progress.</p> <p>2. Develop a bi-monthly parent/community participation morning that is specifically geared to student connected academic activities.</p> <p>3. On-going updates of educational websites on school website, classroom newsletters and class websites.</p> <p>4. Develop an AR support program (testing/reward) that involves a parent coordinator.</p>	<p>1. Classroom teachers</p> <p>2. SSC/ELAC/PTC</p> <p>3. District Webmaster and classroom teachers (on individual classroom websites)</p> <p>4. SSC/ELAC/ Parent Teacher Club (PTC)</p>	<p>1. January 2012</p> <p>2. Fall 2012</p> <p>3. Sept. 2011</p> <p>4. Sept 2012</p>	<p>4. \$500</p>	<p>4. Student Body Reward</p>

<p>5. School Site Council meetings include parents in decision-making process for Single School Plan, program and budget items. (monthly meetings)</p>	<p>5. Principal</p>	<p>5. Sept. 2011</p>		<p>Fund (Target/Sav emart) or PTC</p>
<p>6. ELAC meetings to orient parents with school processes, budget items, assessment data for EL students and parent education. Implement Lectura Familia.</p>	<p>6. Principal/ ELAC members and ELD teacher</p>	<p>6. January 2012</p>		
<p>7. School Messenger (phone communication) is used to contact parents regarding school and district wide events.</p>	<p>7.Principal</p>	<p>7. Sept. 2011</p>	<p>7. \$2444.93</p>	<p>7. Title III</p>
<p>8. Pathways Parent Portal allows parents and students grades 4-8 to access grades on-line.</p>	<p>8. Teaching staff</p>	<p>8. Sept. 2011</p>	<p>8. \$2019.00</p>	<p>8. General Fund 0000</p>
<p>9. See Section 6 – Title III plan for parent involvement strategies for EL parents</p>				

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

Local Educational Agency (LEA) Plan Information:

Name of LEA: Hart-Ransom Union Elementary School District

County District Code: 50-71092

Date of Local Governing Board Approval: January 12, 2012

District Superintendent: R. Ream Lochry

Address: 3920 Shoemake Ave.

City: Modesto

Zip Code: 95358

Phone: 209-523-9996

FAX: 209-523-9997

E-mail:
rlochry@hartransom.org

Signatures:

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

Signature of Superintendent	Printed Name of Superintendent	Date
-----------------------------	--------------------------------	------

Signature of Board President	Printed Name of Board President	Date
------------------------------	---------------------------------	------

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.*