

Etiwanda School District / DRAFT 2017-18 LOCAL CONTROL AND ACCOUNTABILITY PLAN GOALS AND ACTIONS

| <p align="center">GOAL 1 CONDITIONS OF LEARNING Ensure access to rigorous state academic standards, relevant learning tools, research-based instructional resources, and safe facilities for all students and engage educators in professional learning and communities of practice.</p> | <p align="center">State Priority</p> |
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| <p align="center">Actions and Services for All Students using LCFF Base Grant Funding</p> | |
| <p>1.1 Schools provide access to 21st Century technology skills and competencies through:</p> <ul style="list-style-type: none"> – One-to-one Chromebook to student access in grades K-8. – Instructional Technology Support Clerk (ITSC) assist with the maintenance and support of site instructional technology. – Professional development and training for all staff in the use of instructional technology to support teaching and learning. – Beyond the school day technology access – access to computers and district wireless network after-school, access to information on weekend wireless access points within the community, and exploration of assignment of Chromebooks to students for home use. <p>UPDATED for transparency and clarity</p> | <p align="center">BS</p> |
| <p>1.2 District provides all teachers with an adaptive diagnostic assessment system to identify and address the learning needs of all students in the areas of English-Language Arts (ELA) and Mathematics.</p> | <p align="center">BS</p> |
| <p>1.3 District develops annual Professional Development Plan for all educators using input from stakeholders and student achievement data. Professional learning for educators includes training and coaching in equity and engagement, implementation of state academic standards, diversity and cultural understanding, and effective instructional practices.</p> <p>REVISED based on stakeholder feedback</p> | <p align="center">SS</p> |
| <p>1.4 District actively recruits, hires and retains high-quality appropriately credentialed educators and provides a two-year training, coaching and mentoring induction program for new teachers.</p> | <p align="center">BS</p> |
| <p>1.5 District provides students with state-approved textbooks and provides teachers with standards-aligned materials and scope and sequence for instruction in all English-Language Arts, Mathematics, Science, and History Social Science. District instructional leaders and site representatives collaborate on securing supplemental academic resources needed to implement state academic content and performance standards, including Science, Technology, Engineering, Art and Math (STEAM) resources. Schools provide students with an opportunity to engage in at least two Science, Technology, Engineering, Art and Math “STEAM” lessons or activities each year.</p> | <p align="center">BS</p> |
| <p>1.6 Schools provide all students with access to broad course of study that includes visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education. Intermediate schools provide additional course access to exploratory courses in foreign language, financial literacy and college/career exploration.</p> <p>REVISED based on stakeholder feedback</p> | <p align="center">CA</p> |
| <p>1.7 District meets state-mandated class-size reduction requirements of 24:1 in grade spans for Transitional Kindergarten (TK) – Grade 3. If a Grade 1–3 classroom exceeds 26 students, three-hour instructional aide time per week is provided to support instruction. If a Grade 4–5 classroom exceeds 32 students, three-hour instructional aide time per week is provided to support instruction. REVISED based on stakeholder feedback</p> | <p align="center">BS</p> |
| <p>1.8 District manages additional facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.</p> | <p align="center">BS</p> |
| <p align="center">Actions and Services for At-Risk Students using LCFF Supplemental Grant Funding (English Learner, Free/Reduced Lunch, Foster Youth, Military and Significant Achievement Gap students groups)</p> | |
| <p>1.9 District two-year new teacher induction program provides training and coaching for novice teachers on early intervention, literacy, and integrated/designated English language development.</p> | <p align="center">BS</p> |
| <p>1.10 District professional learning and communities of practice for educators includes training and coaching on meeting the needs of all at-risk students through Tier II intervention strategies and resources, explicit academic language and literacy development strategies, and integrated English language development during core instruction and designated English language development during weekly Universal Access time. UPDATED for transparency and clarity</p> | <p align="center">BS</p> |
| <p>1.11 At-risk students have the same access to a broad course of study and exploratory courses as their proficient and English fluent peers. Intervention support services and designated English language development instruction provided during school-wide or grade-level Universal Access time. UPDATED for transparency and clarity</p> | <p align="center">CA</p> |

State Priority Areas: (BS) Basic Services (SS) Implementation of State Standards (CA) Course Access

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| <p align="center">GOAL 2 PUPIL OUTCOMES</p> <p align="center">Provide all students with a rigorous instructional program that prepares them to innovate and problem solve, collaborate with others, and communicate their ideas effectively; and reduce the disparity in academic performance between state-identified groups of students.</p> | <p align="center">State Priority</p> |
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| <p align="center">Actions and Services for All Students using LCFF Base Grant Funding</p> | |
| <p>2.1 Teachers regularly collect and analyze common district-wide diagnostic, formative and summative assessment data. Teachers engage in communities of practice and use weekly collaboration time (duty-free afternoons or prep periods) to use assessment data to establish instructional priorities, inform classroom instruction, provide enrichment or extended learning opportunities, appropriately place and exit students from support programs, and monitor student progress and achievement. UPDATED for transparency and clarity / NEW based on stakeholder feedback</p> | <p align="center">PA</p> |
| <p>2.2 Teachers provide all students with engaging instruction that provides equity and access for all, multiple opportunities to demonstrate and practice inductive, deductive and analytical skills needed for 21st Century, and variety of class activities, assignments and assessments that build on the diversity of their classroom, honor and recognize cultural contributions, and connect families to student learning. NEW based on stakeholder feedback</p> | <p align="center">PA</p> |
| <p>2.3 School administrators and teachers provide <u>all students</u> with weekly Universal Access time to address the diverse learning needs of GATE/Advanced, On-Level, Under-Performing, and English Learner students.</p> | <p align="center">PA</p> |
| <p>2.4 District provides physical education teachers and physical education program to elementary and intermediate schools to engage all students in physical fitness and meet minimum requirements for healthy fitness zones as determined by the California Physical Fitness Test (PFT).</p> | <p align="center">OO</p> |
| <p>2.5 District Teacher Librarians collaborate with teachers on curriculum resources and technologies to connect students with sources of information and knowledge that allows them to explore ideas, acquire and synthesize information and to frame and solve problems. Library clerks implement literacy programs and activities that are flexibly designed to meet a wide variety of needs, build an engaging learning environment for a diverse population of students, and encourage parent involvement with school libraries. REVISED based on stakeholder feedback</p> | <p align="center">PA</p> |
| <p align="center">Actions and Services for At-Risk Students using LCFF Supplemental Grant Funding (English Learners, Free/Reduced Lunch, Foster Youth, Military and Significant Achievement Gap student groups)</p> | |
| <p>2.6 Intermediate Schools provide an Academic Advisor (AA) or Student Services Assistant (SSA), and counseling services, to support at-risk students who face cognitive, social/emotional, health, financial or other barriers to academic achievement by: REVISED based on Board of Trustees input</p> <ul style="list-style-type: none"> - Coaching students in assessing their academic progress and supporting student-developed plans to address progress. - Working with parents of at-risk students to share in the responsibility for learning and support effective home-to-school practices. - Collaborating with school administrators and teachers on addressing the barriers to academic success. - Monitoring the academic progress of at-risk, under-performing English Learner (EL) and Long Term English Learner (LTEL) students and facilitating referrals to Student Study Team. UPDATED for transparency and clarity <p>Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18. REVISED based on state metric / data</p> <p><i>Note: Academic Advisors are assigned to intermediate schools with a higher than District average population of at-risk and high need students. Student Services Assistants are assigned to intermediate schools not eligible for Academic Advisors. Elementary physical education teachers serve as Student Services Advisors at all elementary schools.</i></p> | <p align="center">PA</p> |
| <p>2.7 Teachers use engagement strategies that promote equity and access in all academic content areas through cooperative learning that fosters positive interdependence, individual accountability, equal participation, and simultaneous interaction. (Kagan Engagement Structures)</p> | <p align="center">PA</p> |
| <p>2.8 Teachers develop a Plan of Action for Student Success (PASS) for at-risk students not meeting Level 3 Standards Met on the Smarter Balanced summative assessment. The PASS plans outline actions that remediate the students' academic needs, supports student engagement in the school community, and involves parents in the plan to support student learning. Teachers regularly monitor PASS student progress during the year and adjust instruction, programs, and services as needed. School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent. UPDATED for transparency and clarity</p> | <p align="center">PA</p> |

State Priority Areas: (PA) Pupil Achievement (OO) Other Outcomes – Physical Education

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| <p>2.9 Teachers provide at-risk students with targeted instruction during weekly Universal Access time to address the academic and literacy needs of students not meeting Level 3 Standards Met and the language and learning needs of English learners at all language proficiency levels. UPDATED for transparency and clarity</p> | <p>PA</p> |
| <p>2.10 Schools provide additional programs and services to address the academic needs of at-risk students or students not meeting Level 3 Standards Met in ELA or Math through:</p> <ul style="list-style-type: none"> - Extended day academic intervention and support programs. - Use of positive behavior pre-referral interventions and counseling services. - Bi-monthly universal screening of all students to identify those at risk of academic failure and/or attendance or behavioral difficulties and provide early intervention (Severson & Walker, 2002). - Assigned district level coordinator to support school administrators in screening intervention candidates and coordinating extended day programs, resources, and training. <p>UPDATED for transparency and clarity</p> | <p>PA</p> |
| <p>2.11 District develops African American Advisory Committee (DAAAC) comprised of parents, teachers, and school and district leaders to collaborate on culturally responsive approaches to address the achievement gap and educational equity issues for African American students. NEW based on stakeholder feedback</p> | <p>PA</p> |
| <p>2.12 Schools provide English learner students in U.S. schools for the first time for less than 12 months (Newcomer) with additional supports through:</p> <ul style="list-style-type: none"> - An electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support. - Supplemental English language development program and services. (iLit and Imagine Learning) | <p>PA</p> |
| <p>2.13 District Teacher Librarians collaborate with teachers on curriculum resources that support access to the core curriculum for students reading below grade level and English learner students. UPDATED for transparency and clarity</p> <p>Library clerks increase the number and circulation of high interest low readability and primary language books available in the school libraries.</p> | <p>PA</p> |
| <p>2.14 Schools provide Long Term English Learner (LTEL) students (students in US schools for five years or more who have stalled in progressing towards language proficiency) with additional supports through:</p> <ul style="list-style-type: none"> - Supplemental English language development program and services. (iLit and Imagine Learning) - Explicit academic language and literacy development instruction in core content classes and intensive language development during Universal Access time. - Progress monitoring system and individualized support plan based on analysis of student achievement results. - Annual screening of all English learner students to identify those who are at-risk of becoming an LTEL to provide early interventions. <p>NEW based on state metric or data</p> | <p>PA</p> |

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| <p align="center">GOAL 3 ENGAGEMENT</p> <p align="center">Cultivate a positive school culture and system of supports for student personal and academic growth and build on the engagement of parents as stakeholders in their child’s education.</p> | <p align="center">State Priority</p> |
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| <p align="center">Actions and Services for All Students Using LCFF Base Grant Funding</p> | |
| <p>3.1 Schools utilize a multi-tiered system of support and implement Positive Behavior Interventions and Supports (PBIS) to improve school climate, address school safety, and overall student wellness. Strategies such as other means of correction, counseling services, and early identification reports address and improve rates of suspension and expulsion. UPDATED for transparency and clarity</p> | <p align="center">PE</p> |
| <p>3.2 Schools coordinate a character education bully prevention program at each school site that includes prevention and education to engage students in building a positive school climate and treating each other with respect. School administrators investigate and address all reported incidents of bullying and promote caring, trusting and respectful relationships among students through the process. REVISED based on stakeholder feedback</p> | <p align="center">SC</p> |
| <p>3.3 Schools coordinate two annual parent education events that build the necessary knowledge and skills to support learning at home. Schools provide for a method for parents to provide feedback on “where they are” and “what they need” to support their child. No-cost childcare is provided to parents for educational events. REVISED based on stakeholder feedback</p> | <p align="center">PI</p> |
| <p>3.4 Schools provide programs beyond the school day to increase opportunities for students to interact with each other and build a positive school community through:</p> <ul style="list-style-type: none"> - No cost after-school extra-curricular activity for students (minimum of three each year). - Intra-mural sports program at elementary and intermediate schools to build teamwork. - Family Night social activity to build a strong sense of school community (at least one per year). <p>UPDATED for transparency and clarity</p> | <p align="center">PE SC</p> |
| <p>3.5 Schools promote and encourage communication between school and home through:</p> <ul style="list-style-type: none"> - Academic progress supported through Aeries Parent Portal, online gradebook, and email. - District/School events and information supported through school websites, school smart phone app, Aeries Loop email and text messages, auto-dialer system, newsletters and social media. - Parent Resource link on district website connects users to information on local recreational and academic resources, social services and outreach programs, and health services. - Parent tab on district website connects users to academic information and resources on the state academic standards, Smarter Balanced state assessment system, and Local Control and Accountability Plan. <p>REVISED based on stakeholder feedback</p> | <p align="center">PI</p> |
| <p>3.6 Director of Pupil Services coordinates programs to support schools in increasing student and parent engagement and developing a positive school climate through:</p> <ul style="list-style-type: none"> - Programs and services that maximize attendance and minimize truancies, chronic absenteeism, middle school drop-out rate, and social promotions. - Programs and support that engage parents in the school community and promote participation in family social events, educational opportunities, and stakeholder input opportunities. <p>District-level organization of counseling services and character education bully prevention programs that build a positive school community and reduce incidences of bullying.</p> | <p align="center">PE PI SC</p> |
| <p>3.7 District and Schools provide multiple pathways for stakeholders to provide input on school climate, student outcomes, and overall performance of schools, including:</p> <ul style="list-style-type: none"> - Annual Student Survey in Grades 3–8 for input on school climate, academic programs and overall school performance. - Annual Parent Survey for parent input on improving school climate, student outcomes and overall school performance. - Fall and Spring LCAP Community Forums for parents and educator input on Local Control and Accountability Plan actions and services for student outcomes within the district. - District Advisory Council/District English Learner Advisory Committee for parent and educator input on district-wide programs and services for students and English learner students. - Etiwanda Teachers Association teacher representatives’ input on district-wide goals and actions for student outcomes. - School Site Council for parent and educator input on school-wide programs and services for students - Parent Teacher Association/Parent Teacher Organization for parent input on programs and services that engage parents and build a positive school climate. | <p align="center">PI</p> |

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| <p>Etiwanda’s Local Control and Accountability Plan (LCAP) Advisory Committee collects stakeholder feedback and uses it to update and revise annual plan for student outcomes. An online forum for stakeholders is provided during the month-long May review of the draft LCAP for feedback by stakeholders. UPDATED for transparency and clarity</p> | |
| <p>3.8 Director of LCAP/Communications coordinates programs and activities to develop a comprehensive plan for student outcomes using stakeholder input and state Dashboard; and manages district communications regarding programs and services for students in the Etiwanda School District. NEW based on stakeholder feedback</p> | PI |
| <p>Actions and Services for At-Risk Students using LCFF Supplemental Grant Funding (English Learners, Free/Reduced Lunch, Foster Youth, Military and Significant Achievement Gap students groups)</p> | |
| <p>3.9 Academic Advisors (AA) or Student Services Assistants (SSA) at the intermediate schools utilize youth development strategies to address the needs of at-risk students by:</p> <ul style="list-style-type: none"> – Developing a common understanding of school wide behavioral expectations or providing Tier II behavioral intervention supports. – Engaging students in their school communities by facilitating enrollment in campus leadership opportunities, extra-curricular activities, and sports programs. – Securing resources and services to address social/emotional needs and barriers to regular attendance. – Collaborating with school administrators and teachers to implement behavioral supports for at-risk students. <p>UPDATED for transparency and clarity Intermediate School SSAs service hours increased from 3 to 5 hours for 2017-18. REVISED based on state metric or data</p> | PE PI SC |
| <p>3.10 Schools expand efforts to engage families of at-risk student groups in parent education opportunities, family social nights, and stakeholder input opportunities through:</p> <ul style="list-style-type: none"> – Parent input and research to plan and implement effective outreach to families who may have barriers to participation. – Personalized contact regarding family social nights, parent education events and stakeholder input opportunities by teachers, school administrators, and Academic Advisors or Student Services Assistants – Free childcare during parent educational events and stakeholder input opportunities. – Additional parent surveys if the district-wide Parent Survey on improving school climate, student outcomes and overall performance does not represent district demographics. If parent survey participation is over 50% and representative of district demographics, additional surveys will not be administered. – Primary language communication if the school’s English learner student population is higher than 15%. <p>REVISED based on stakeholder feedback</p> | PI |
| <p>3.11 Schools ensure at-risk students have the same access to after-school extra-curricular programs and athletic activities as their proficient and English fluent peers by providing intervention support services and intensive language development instruction during school-wide or grade-level Universal Access time. UPDATED for transparency and clarity</p> | PE |
| <p>3.12 Director of Pupil Services coordinates programs and services to address the needs of at-risk students and their families through:</p> <ul style="list-style-type: none"> – District Attendance and Review Team (DART) program that minimizes truancies, chronic absenteeism, middle school drop-out rate, and social promotions by minimizing academic, social/emotional, or financial barriers. – Academic programs that provide interventions and services for at-risk students and their families such as Academic Advisor and Student Services program, West End counseling services, and credit recovery options. – Alternative educational settings for students who may be challenged by the traditional school system setting. (Etiwanda Alternative Studies Education – EASE and Etiwanda Community Day School) – District-level organization of Positive Behavior Interventions and Supports (PBIS) program implementation for all educators and staff. – District-level support for schools to increase parents of at-risk students’ involvement in family social night, parent education events, and stakeholder input opportunities. – Other Means of Correction coaching for all site administrators to improve suspension or expulsion rates. <p>UPDATED for transparency and clarity REVISED based on stakeholder feedback</p> | PE |