

**District Name:** Travis Unified

**CD Code:** 48-70565

## 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.

Prior to developing this revision, please use the State Assessment Tools, as applicable, to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jamorrison@cde.ca.gov](mailto:jamorrison@cde.ca.gov) if you need technical assistance in uploading the document.

The LEA Plan Addendum must be submitted to the CDE no later than April 4, 2014. The LEA Plan Addendum should:

- 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.

### **1. Results of assessments used to determine the teaching and learning needs of the schools and the district**

#### **Assessments of Student Performance**

STAR, CAHSEE, Renaissance Learning's STAR Early Literacy assessment, RESULTS early literacy, CELDT results, and emerging math benchmarks are used to determine the teaching and learning needs of the schools and the district. Struggling subgroups also flag for attention in secondary grade point averages, UC a-g requirement completion rates, Advanced Placement test pass rates, suspension rates, and cohort graduation rates. Our struggling subgroups are struggling in many areas.

In English-Language Arts, 61.5% of our students score Proficient or above. The federal target last year was 89.0%. Our Asian

(70.8%), Filipino (73.3%), White (63.4%) and Two or More Races (68.6%) subgroups score above the district percentage.

Scoring below the district percentage, and far below the federal target, are these groups: Hispanic (54.2%), Socioeconomically Disadvantaged Students (50.2%), African-American (49.9%), English Learners (44.4%), and Students With Disabilities (35.7%). The other assessments confirm that these subgroups have the largest performance gaps.

In math, 62.7% of our students score Proficient or above. The federal target last year was 89.1%. Our Asian (72.1%), Filipino (69.9%), White (67.0%) and Two or More Races (66.3%) subgroups score above the district percentage.

Scoring below the district percentage, and far below the federal target are these groups: Hispanic (56.0%), Socioeconomically Disadvantaged Students (52.6%), African-American (48.4%), English Learners (54.0%), and Students With Disabilities (39.7%). The other assessments confirm that these subgroups have the largest performance gaps.

Data collection related to LCAP planning showed that the academic performance of foster children is very low. We only have a handful of foster children, but their proficiency rates are very low: 18.2% in ELA and 37.5% in math. This group of children scores lower than children with disabilities, which is of great concern.

Our district is located adjacent to Travis Air Force Base, and about 34% of our students are military affiliated. The academic performance of this subgroup is relatively strong, with 68.9% scoring proficient in ELA and 61.8% in math.

Students reclassified fluent English proficient also have relatively strong academic performance, with 67.9% proficient in ELA and 61.4% proficient in math.

### **Assessments of District Programs**

All schools completed Academic Program Surveys. In addition, the district completed a District Assistance Survey. We used an ELSSA-like process to identify learning needs of English learners, and a consultant recently completed an assessment of the core of our Special Education program, which provided enlightening ISS-type data.

Findings from those assessments included the following key areas of need:

- Current instructional materials in ELA, ELD, and math are not aligned to the Common Core State Standards
- ELA materials are not implemented as designed, with particular gaps in the implementation of phonics instruction in K-3
- Multiple strategic and intensive ELA intervention programs are used across the district. Some are research-based, but may or may not be implemented with fidelity. Others are homegrown combinations of materials, with no research base.
- We have no adopted math intervention programs. Teachers use ancillary materials from the core program plus some online software for this purpose, but data shows this is not effective in closing learning gaps.
- Although most elementary classes are meeting the adequate instructional time recommendations in ELA and math, this time is not protected from interruptions, and grade levels do not have common daily instructional schedules, leading to

low performing students being pulled out of core instruction for intervention, which may exacerbate learning problems.

- Middle school classes are 44 minutes long. In ELA, students take a course focused on reading and another on writing, giving them 88 minutes of ELA instruction each day, which meets recommendations. For math, students have a single 44 minute class, which does not meet the instructional time recommendation.
- Although English learners receive ELD, our APSs show that there is great variation in time allocated and instructional materials used.
- Pacing guides are in place in ELA and math, but lack enough daily detail to ensure a guaranteed and viable curriculum with a common set of core concepts and skills to be mastered by every student. Pacing guides do not include adequate progress monitoring assessments.
- We lack adequate progress monitoring assessments to use between CELDT administrations to allow us to identify which English learners are not making progress and need different instructional support.
- Administrative training in implementation of standards/research based instructional materials is an ongoing need due to administrative turnover, advances in research, and changes in materials.
- We have a very small number of teachers without English learner certification, and ensuring that English learners are not assigned to these teachers is challenging.
- Teachers have received extensive training in the implementation of Common Core in math, and some training in Common Core in ELA, but many K-3 teachers need training in research-based best practices in early reading and phonics instruction.
- We have math coaching and release periods for support in math K-12. There is not equivalent support for ELA.
- Teachers need training in effective practices for ELD.
- There are gaps in our assessment and progress monitoring system.
- Although there is some time for PLC-style collaboration, teachers need more time and facilitation support to make this an effective tool.
- At the district level, we lack effective infrastructure to collect and interpret student achievement data.
- Due to Title I funding restrictions, supplemental intervention teacher staffing levels at our elementary schools do not match numbers of English learners and students needing intervention to an adequate degree.
- A lack of Response to Instruction and Intervention (RtI<sup>2</sup>) has led to well-meaning adults referring students for Special Education for support when immediate targeted instruction would be effective in moving these students toward mastery.
- We have implemented Learning Centers in our elementary schools, but our model needs refinement and monitoring to improve effectiveness.
- At the secondary level, further analysis and refinement of math curricular pathways for low performing Special Education students is needed.

**2. Academic priorities**

- A. Proficiency in reading, including all students mastering foundational reading skills by the end of third grade
- B. Proficiency in writing
- C. English language proficiency for English learners
- D. Proficiency in mathematics, including 67% of students completing Algebra 2 with a C or better
- E. Meeting IEP goals for students who will not live independently as adults
- F. Preparation for college
- G. Relevant Career Technical Education programs that match regional workforce needs and labor market trends

**Academic problems identified through data and program analysis**

	2013 ELA STAR	2013 Math STAR
<b>Federal Target</b>	<b>89.0</b>	<b>89.1</b>
District	61.5	62.7
African American	49.9	48.4
American Indian/Alaskan Native	52.4	47.6
Asian	70.8	72.1
Filipino	73.3	69.9
Hispanic or Latino	54.3	56.1
Native Hawaiian/Pacific Islander	66.7	61.1
White	63.4	67.0
Two or More Races	68.6	66.3
Socioeconomically Disadvantaged	50.2	52.6
English Learners	44.4	54.0
RFEP	67.9	61.4
Students with Disabilities	35.1	39.2
Foster Children	18.2	37.5
Military Affiliated	68.9	61.8
Male	58.6	56.6
Female	65.9	53.1

Areas of special concern in the data above are highlighted in tones of red and orange. Green indicates relatively strong performance, and yellow indicates average performance. Although we do not yet have hard data to support this, it appears that students who read at or above grade level by third grade thrive in school as they rise through the grades. Early reading problems appear to place students at risk. (One of our projects is to implement a better data system to further explore the relationship between reading and success in school, with a focus on the effects of reading intervention.)

Of our English learners, 59.5% met AMAO 1 in 2013, which was above the state target of 57.5%. Of students who have been in US schools for less than five years, 24.2% met AMAO 2, above the target of 21.4%. For students who have been in US schools for 5 years or more, 45.2% met AMAO 2, which is slightly below the target of 47.0%. Multiple internal measures of student achievement indicate that we need to focus on our long term English learners, who are also less likely to meet annual progress targets.

### **3. Lack of success of the prior LEA Plan**

It is important to note that the federal target of 100% of students scoring proficient or advanced on a single particular standardized test given at a particular point in time is unrealistic. Despite that, it is realistic to expect all students who will live independently as adults to graduate with college and career ready levels of literacy and numeracy. There are individual students and subgroups in our district whose academic performance will put them at a significant disadvantage as they enter college and the 21<sup>st</sup> century workplace, and we are committed to improving their academic skills and supporting them in moving onto a path to success in meeting the college and career ready standard.

The prior LEA Plan was sound, but the state budget crisis prevented its full implementation as our district struggled to maintain basic operations and services with sharply declining resources. We were unable to implement several critical elements of the prior plan at the level of intensity needed to make a real difference for students, and this LEA Plan addendum outlines key areas of focus for 2013-2017 to close those gaps.

It is also important to note that we have an exceptionally talented and dedicated group of teachers who have worked hard under the challenging financial conditions created by the budget crisis. Despite lacking aligned instructional materials, they have moved ahead with implementation of the Common Core State Standards in mathematics. Finding materials and planning aligned lessons has taken a great deal of time and effort, but is paying off in higher levels of rigor, better instruction, and increased student confidence and performance in mathematics.

The budget crisis prevented us from being able to hire the extra teachers needed to create effective structures to support Professional Learning Communities and a robust Response to Instruction and Intervention (RtI<sup>2</sup>) system, and our student performance data system has not evolved quickly enough to meet our current needs. This plan addresses those key areas of focus.

**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>.)

All numbers in the table below are percentages of students scoring proficient or above on the assessment in the top row. Targets below were calculated to close 15% of the gap between current performance and the federal target each year. We plan to use local measures next year and SBAC in 2015.

	2013 ELA STAR	2013 Math STAR	2014 ELA Local Measures	2014 Math Local Measures	2015 ELA SBAC	2015 Math SBAC
<b>Federal Target</b>	<b>89.0</b>	<b>89.1</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>
District	61.5	62.7	67.3	68.3	72.2	73.1
African American	49.9	48.4	57.4	56.1	63.8	62.7
American Indian/Alaskan Native	52.4	47.6	59.5	55.5	65.6	62.1
Asian	70.8	72.1	75.2	76.3	78.9	79.8
Filipino	73.3	69.9	77.3	74.4	80.7	78.3
Hispanic or Latino	54.3	56.1	61.2	62.7	67.0	68.3
Native Hawaiian/Pacific Islander	66.7	61.1	71.7	66.9	75.9	71.9
White	63.4	67.0	68.9	72.0	73.6	76.2
Two or More Races	68.6	66.3	73.3	71.4	77.3	75.7
Socioeconomically Disadvantaged	50.2	52.6	57.7	59.7	64.0	65.8
English Learners	44.4	54.0	52.7	60.9	59.8	66.8
RFEP	67.9	61.4	72.7	67.2	76.8	72.1
Students with Disabilities	35.1	39.2	44.8	48.3	53.1	56.1
Foster Children	18.2	37.5	30.5	46.9	40.9	54.8
Military Affiliated	68.9	61.8	73.6	67.5	77.5	72.4
Male	58.6	56.6	64.8	63.1	70.1	68.6
Female	65.9	53.1	71.0	60.1	75.4	66.1

### 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.

*Note:* Details about how these strategies will be implemented and monitored are found in section 4 of this document.

#### **Strategy 1: Provide effective first instruction in ELA, ELD, and math**

Theory of Action: With effective first instruction, over 80% of students will master the material the first time. This will reduce the number of students needing intervention, making it possible to implement effective intervention programs within available resources. Effective ELD will help English learners meet annual goals and become proficient in English.

Current Status: Academic Program Surveys (APSs) identified gaps in implementation of the Essential Program Components in all schools. Closing systemic gaps, such as a lack of common grade level daily instructional schedules in elementary schools and a lack of daily structured English language development using research-based strategies, will improve academic performance.

#### Planned activities for 2014-15

- Implement new CCSS-aligned *Math in Focus* instructional materials in K-5
- Implement new CCSS-aligned Glencoe *California Math* instructional materials in 6-8
- Implement new CCSS-aligned Pearson *Algebra 1, Geometry, and Algebra 2* materials in 9-12
- Implement *Being a Writer* (CCSS-aligned writing program with mentor texts) in K-6
- Select CCSS-aligned elementary reading and high school ELA programs for implementation in 2015-16
- Provide all teachers with training in the use of the new math materials
- Provide all elementary teachers with training in the use of *Being a Writer*
- Plan training in phonics instruction
- Continue the contract with the UC Davis Mathematics Project for ongoing professional development in elementary math
- Continue to provide training in Kagan cooperative learning strategies to support CCSS implementation
- Develop pacing guides that reflect a guaranteed and viable curriculum in ELA and math

#### Planned activities for 2015-16

- Implement the newly selected elementary reading textbook series in K-5, including embedded English language development
- Provide elementary teachers with training in research-based strategies for teaching reading using the textbook series selected; strong focus this year on early reading and reading interventions to support the success of all students
- Implement the newly selected ELA instructional materials in 6-12

- Provide teachers with appropriate professional development in the use of the new materials
- Continue ongoing training in math strategies with the UC Davis Mathematics Project
- Continue to provide training in Kagan cooperative learning strategies
- Revise pacing guides as needed to reflect a guaranteed and viable curriculum in ELA and math

Monitoring: Administrators will walk classrooms in their schools to monitor and support the implementation of research-based ELA, ELD, and math strategies. They will also monitor and support implementation of student engagement strategies, such as Kagan cooperative learning. Principals will also plan regular site-based staff development to address common needs. In addition, the district administrative team, which includes all district and site administrators, will participate in monthly instructional rounds to support principals in identifying next steps to move instructional practice forward in their school. The Assistant Superintendent of Educational Services and the Director of Curriculum, Instruction, and Assessment will monitor student academic progress and teacher professional development.

**Strategy 2: Provide targeted instruction to students who need support to become proficient**

Theory of Action: Close learning gaps quickly before they become large and difficult to overcome. Intervention during the school day guarantees that all students who need support receive it.

Current status: APS and staffing data showed that schools have varying levels of intervention specialist staffing that is not necessarily tied to the number of students needing support. There are no common research-based intervention programs in place; rather schools are using a random set of materials that they happen to have available. Regular time for intervention is set aside, but subject to interruption.

Planned activities for 2014-15

- Provide intervention specialists for each/ elementary school to focus on strategic intervention in reading and other ELA skills
- Provide additional intervention specialist staffing where needed to ensure all English learners who have not yet acquired reasonable fluency in English receive at least 30 minutes per day of English language development
- Provide teachers of intervention programs with training in how to use the programs effectively
- Develop common daily instructional schedules for elementary grade levels to allow regrouping so that intervention students are not missing core instruction because of pull out services
- Develop an ELA enrichment program such as Junior Great Books for proficient students during the regrouping period
- Provide intervention specialists with training in early reading intervention
- Continue summer pre-kindergarten program for incoming Kindergartners who have not had preschool experience
- Implement READY! for Kindergarten program for preschool children in our attendance area to narrow the achievement gap before students begin formal education



#### Planned activities for 2015-16

- Select and implement research-based ELA intervention materials to complement the core textbook series selected in 2014-15
- Refine regrouping intervention system and daily instructional schedules in elementary
- Continue to develop and refine the regrouping enrichment program
- Continue to provide training for intervention specialists and teachers of intervention programs with a focus on research-based best practices.

#### **Strategy 3: Support professional learning**

Theory of Action: Our teachers are highly skilled professionals who know what instruction students need. If they have student performance data and time to analyze it, they can collaborate to figure out what to do to close learning gaps. Facilitated Professional Learning Community meetings are the most effective way to move student performance forward. In addition, teachers benefit from professional development provided by experts on research-based instructional strategies.

Current status: Our progress monitoring and data systems are not adequate to provide appropriate input for the PLC process. Despite this, at some schools PLCs have been implemented, and are at various stages of development. Our teachers have been participating in extensive professional development in implementing the CCSS in math for the last two years, and the expertise they have developed is evident in the classroom, where students use manipulatives to explain their thinking, and are comfortable with model drawing, ten frames, and the use of unit cubes to aid in problem solving.

(See annual activities in Strategies 2 and 3 above.)

#### **Strategy 4: Extend learning time**

Theory of Action: Some students need additional time beyond the school day to reach proficiency. After school tutoring, summer programs, and online learning allow students additional time to master concepts and skills.

Current status: After school intervention is in place to some degree at some schools, but funding and teacher recruitment are challenges. Due to the recent budget crisis, summer school has been limited to Special Education Extended School Year and some credit recovery at the high school level.

(See chart in Section 6 for annual activities and program details.)

#### **Strategy 5: Develop an effective progress monitoring system**

Theory of Action: Teachers need actionable data to plan next steps and improvements to instruction. An effective progress monitoring system is efficient, meaning that the amount of instructional time and teacher time devoted to assessment is reasonable in light of the

usefulness of data produced. Progress monitoring for students who are proficient can be less intense than progress monitoring for students who are not meeting learning targets.

Current status: Teachers have done some excellent work in developing CCSS-aligned benchmark assessments in math. There is frustration with the current RESULTS early literacy assessment because it takes a long time to administer and does not always seem relevant to diagnosing student learning needs. In addition, time to review assessment results and to work collaboratively to design intervention and improve instruction are limited by the contractual length of the teacher work day.

#### Planned activities for 2014-15

- Implement Aeries Analytics
- Develop set of progress monitoring and benchmark assessments in math and ELD
- Develop rubric-scored writing assessments
- Revise early reading assessment
- Implement regular PLCs every three weeks in elementary schools to analyze data
- Implement regular PLCs every three weeks in math and English at the secondary level

#### Planned activities for 2016-17

- Develop and implement ELA assessments

*Note:* Strategies 6-9 below are critical elements of our LCAP, and are provided here for completeness, but activities are not reflected in the action plans below because they are less directly connected to learning improvement as measured by state tests, and we are just beginning to plan for 2015-16 implementation. Please see our Local Control Accountability Plan for details on these initiatives.

#### **Strategy 6: Improve school climate and provide socio-emotional support to increase attendance and learning and to improve behavior**

Theory of Action: Students who feel safe, connected to adults and peers, and who receive instruction in social skills and appropriate behavior are more likely to attend school regularly and succeed academically.

Current status: Our district attendance rate is high, but we have a small number of students with chronic attendance problems that impact learning and school success. Our schools are physically safe, but students report some bullying. At the elementary level, most student interpersonal conflicts occur during recess. Older students are more likely to report cyberbullying than younger students. The middle school has a grant to implement an anti-bullying program, and parents report that their children are discussing bullying at home and that they believe the program is effective. Varying degrees of the BEST Positive Behavior Intervention System are in use in our schools. Our expulsion rate is zero (we did have a couple of stipulated suspended expulsions), and our suspension rate is dropping rapidly because of an increase in the use of alternatives to suspension. Some students report that they do not feel connected to adults at school.

#### Planned activities for 2014-15

- Continue to use Second Step
- Continue anti-bullying programs
- Implement the Playworks recess program to reduce conflict on all elementary playgrounds
- Provide administrators with additional training in Positive Behavior Intervention Systems
- If funding permits or we are successful with the current grant application, hire one or more elementary counselors to support students' socio-emotional needs

#### **Strategy 7: Provide relevant Career Technical Education for all students**

Theory of Action: Students need to see relevance in coursework in order to decide that learning is worth the effort. CTE instruction helps students set goals and envision a successful future, which leads to increased motivation and improved academic performance.

Current status: We have a graduation requirement of two CTE courses, but they are not necessarily part of a meaningful pathway. The high school has exemplary robotic and Air Force JROTC programs where students feel connected and find success.

#### **Strategy 8: Provide all students with STEM education**

Theory of Action: We live in a world where science, technology, engineering, and mathematics pervade both daily life and careers.

Beginning STEM education early, and providing increasingly sophisticated STEM learning opportunities as children get older will prepare students to succeed in our technological world.

Current status: There are competitive robotics programs at some elementary schools, the middle school, and a highly successful program at the high school. Engineering has been integrated into the construction trades program. The recent focus on improving ELA and math scores has led to a decrease in time for science at the elementary level. The high school hosts an annual regional science fair. We are currently working to increase the number of students completing the UC a-g college entrance requirements, with a focus on earning credit for a full year of Algebra 2 with a C or better.

#### **Strategy 9: Provide all students with experiences in music and the arts**

Theory of Action: A strong music and arts program is critical to closing the achievement gap. There is evidence that music and arts experiences improve academic learning, but what is probably more important is that arts and music connect people more deeply to the world and open them to new ways of seeing, forging social bonds and community cohesion. Children from affluent families get exposure to music and the arts whether or not they are included in public school programming, but children living in poverty depend on school for these experiences. In addition, the world is changing, and businesses need inventive, empathic, big-picture thinkers as much as they need logical,

linear thinkers. Music and the arts develop the creativity and collaboration needed along with academic skills for success in the 21<sup>st</sup> century economy. All of the arts connect to an emerging and highly valued skill set in design, story, empathy, play, meaning, and synthesis.

Current status: Our existing music programs are strong, particularly at the secondary level. The recent budget crisis forced cuts to the elementary music program, and there is a great deal of stakeholder interest in expanding elementary music. There is also interest in enriching and expanding our arts programs.

**Strategy 10: Involve parents in decision-making and school activities**

Theory of Action: Research shows that family participation in education is twice as predictive of students' academic success as socioeconomic status. The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home.

Current status: All schools have School Site Councils that involve parents in decision-making. We have an active DELAC and site ELACs. In addition, the Superintendent has a Parent Advisory Group that meets regularly. There are many parents who are active at school and who run PTA programs that raise money and engage parents. Parents volunteer in classrooms at the elementary level. We offer Loving Solutions and Parent Project parenting classes. We recently implemented a new web site to improve communication.

Planned activities for 2014-15

- LCAP consultation with the Superintendent's Parent Advisory Group and DELAC
- Continue School Site Councils at each school; provide Principals with training in SSC regulations and effective practices
- Engage parents of English learners in decision-making in ELAC and DELAC meetings
- Promote Parent Project and Loving Solutions to parents of challenging children
- Communicate volunteer opportunities to parents; encourage classroom participation
- Host family math night to introduce our new elementary math program to parents
- Provide parents with information about online tools available in our three new math programs
- Continue to expand the parent information sections on our websites
- Invite parents of preschool children to participate in the READY! for Kindergarten program

**4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.**

*Note:* Unrestricted general fund expenditures are identified as LCFF. Supplemental Grant LCFF expenditures are identified as LCFF-SG.

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 <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
Provide all students TK-12 with CCSS-aligned math materials	Director of Curriculum, Instruction, and Assessment (CIA)	August, 2014	\$543,000 From Common Core Implementation Funds
Develop common pacing guides and benchmark, secondary placement, and progress monitoring assessments for math and put them into Aeries Analytics	Elementary grade level teacher teams; math course teacher teams; Testing Coordinator; Director of CIA; monitoring by Assistant Superintendent, Educational Services	First trimester and semester by June, 2014; second trimester and semester by November, 2014; third trimester by February, 2015	\$25,900 from LCFF
Develop common daily instructional schedules that include time for ELA regrouping and ELD at all elementary schools	Principals	August, 2014	No cost

Select, purchase, and provide all students with ELA materials aligned to CCSS. Develop pacing guides.	Selection by teachers; Director of Curriculum, Instruction, and Assessment for adoption process and purchase	Selection by February, 2015; purchase for July, 2015 delivery to schools	\$580,000 Common Core Implementation Funds, LCFF
Analyze English learner needs and select research-based instructional materials to fill gaps in our current materials.	Selection by teachers; purchase by EL Coordinator	Secondary selection by May, 2014; elementary selection after analyzing embedded materials in new ELA program	\$27,000 from Title III and LCFF-SG
Develop and implement progress monitoring assessments to ensure that all English learners are making expected growth; put in Aeries Analytics (use Sacramento County Office of Education's work as a base)	EL Coordinator	2014-15	\$3,500 from LCFF-SG
Purchase <i>Being a Writer</i> instructional materials for K-6	Director of CIA	August, 2014	\$105,000 from Common Core Implementation Funds
Inventory materials currently being used for math intervention (intensive and strategic), identify gaps, and select and purchase materials to fill gaps	Teachers of mathematics; Director of CIA	December, 2014	\$85,000 from Title I and LCFF-SG
Inventory materials currently being used for reading intervention (intensive and strategic), identify gaps, and select and purchase materials to fill gaps	Teachers of ELA; Director of CIA	December, 2015	\$85,000 from LCFF-SG
Develop, administer, and analyze rubric-scored CCSS-aligned common writing assessments and put data into Aeries Analytics	Teachers of English and ELA; Director of CIA	November, 2015	\$45,000 from LCFF
Provide 1.0 FTE intervention specialists to all elementary schools to close ELA achievement gaps	Assistant Superintendent, Educational Services; Director of HR	August, 2014	\$420,000 from LCFF-SG

Provide additional intervention specialist staffing where needed to ensure all English learners make annual growth in becoming proficient	Assistant Superintendent, Educational Services; Director of HR	August, 2015	\$84,000 from LCFF-SG
Extend student learning in ELA by implementing programs such as Junior Great Books in elementary schools during intervention regrouping	Teachers	March, 2015	\$47,000 from LCFF
Provide 2.0 TOSA staffing to support PLC work and provide teacher coaching	Assistant Superintendent, Educational Services; Director of HR	May, 2014	\$168,000 from LCFF-SG
Provide targeted summer school for elementary students who are not proficient and who have not made adequate catch up growth by May and for English learners who need more learning time to become proficient	Assistant Superintendent, Educational Services; Director of CIA; Principals	Summer, 2015	Estimated cost \$60,000 from LCFF-SG
Close learning gaps before students enter Kindergarten by providing a 4-week jumpstart program for children entering Kindergarten who have not had preschool	Student Success Coordinator; Jumpstart teachers	Summer, 2014	\$19,998 from First 5 Solano County
Provide credit recovery summer school for high school students	Summer school Principal, teachers	Summer, 2014	\$75,000 from LCFF
Implement READY! for Kindergarten program for preschool children	Student Success Coordinator; Kindergarten teachers	Fall, 2014	\$35,000 from Title I
Implement Aeries Analytics to warehouse and analyze student performance data	Testing Coordinator; Director of CIA	Spring, 2014	\$14,816 from LCFF
Summer program (middle school) that includes four weeks of ELA and/or math intervention in June and July for students who are not proficient plus a two-week program in August focused on socio-emotional development to get students ready to succeed in middle school	Summer school Principal, teachers	Summer, 2015	\$60,000 from LCFF

**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)
Provide all elementary and math teachers with training in the use of the new math materials. (Single-session publisher training followed by ongoing content and instructional strategies training from UC Davis Mathematics Project trainers.)	Director of Curriculum, Instruction, and Assessment (CIA); monitoring by Assistant Superintendent, Educational Services	Initial training by June 30, 2014 Intensive ongoing training throughout 2014-15	\$75,000 from Common Core Implementation Funds; \$22,400 from Title I Part A PD set-aside
Provide elementary teachers with training in the use of the new ELA materials, with a focus on using research-based strategies for reading instruction and ELD.	Director of Curriculum, Instruction, and Assessment (CIA); monitoring by Assistant Superintendent, Educational Services	Initial training by June 30, 2015 Intensive ongoing training throughout 2015-16	\$22,400 from the Title I Part A PD set-aside; \$72,150 from Title II; \$37,850 from LCFF
Provide secondary ELA teachers with training in the use of the new ELA materials, with a focus on close reading of complex text, informational text, writing from sources, and building academic vocabulary.	Director of Curriculum, Instruction, and Assessment (CIA); monitoring by Assistant Superintendent, Educational Services	Initial training by June 30, 2015 Intensive ongoing training throughout 2015-16	\$18,850 from LCFF



Provide elementary teachers teaching ELD, secondary ELD teachers, and intervention specialists with training in the use of the new ELD materials	EL Coordinator; monitoring by Assistant Superintendent, Educational Services	Secondary training by August, 2014; elementary training by August, 2015	\$18,500 from LCFF
Provide elementary teachers with training from the Developmental Studies Center and Area 3 Writing Project in the use of <i>Being a Writer</i> , the new CCSS-aligned writing program	Director of Curriculum, Instruction, and Assessment (CIA)	Initial training May and June 2014; ongoing training in 2014-15	\$23,000 from LCFF
Provide Kagan cooperative learning strategies training for teachers	District Kagan trainer	2014-15; 2015-16	\$28,000 from LCFF
Train TOSAs to facilitate PLC meetings at elementary schools	Director of CIA; TOSAs	Summer, 2014	\$5,500 from Title II
Provide teachers with training in the use of math intervention materials, both strategic and intensive, as needed	Director of CIA	December, 2014	\$6,000 from LCFF
Provide teachers with training in the use of ELA intervention materials, both strategic and intensive, as needed	Director of CIA	December, 2015	\$8,000 from LCFF
Work with teachers without an English learner authorization on a plan to obtain certification	Director of Human Resources	June, 2014	No cost
Train administrators, including through Instructional Rounds, training during Principals' Curriculum Meetings and other administrative sessions, and by including administrators in teacher training	Assistant Superintendent, Educational Services, Director of CIA	Spring, 2014 and ongoing	No additional cost (funding for teacher training includes administrators)
Implement grade level two-hour PLC meetings every three weeks in elementary schools to analyze assessment data, plan interventions, place students into interventions, and to plan improvements to instruction (roving subs to release teachers for two hours)	TOSAs, Principals; monitoring by the Director of CIA and Assistant Superintendent of Educational Services	2014-15	\$78,000 for roving subs from LCFF-SG
Implement math and ELA PLCs in secondary schools (roving subs to release course-alike teams for one period twelve times a year)	Secondary Principals	2014-15	\$6,780 from LCFF-SG

Send READY! for Kindergarten leaders to training; train other teachers who will present program	Student Success Coordinator, teachers	Summer and fall, 2014	\$6,000 from LCFF
Train teachers, administrators, and playground supervision staff in the use of the Playworks recess system	Director of CIA	Summer, 2014 with follow up visits during 2014-15 school year	\$47,000 from LCFF
Train staff in the use of Aeries Analytics	Director of CIA, Testing Coordinator	Summer and fall, 2014	\$3,500 from LCFF
Provide training in socio-emotional learning programs, including Second Step and anti-bullying programs	Student Success Coordinator	Spring and summer, 2015	\$8,000 from LCFF

**6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.**

Timeline note: The programs described below are annual, ongoing programs that will run each year. The number of students we can serve is dependent on funding.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Tutoring Center (middle school)	Middle school assistant principal, teachers	Tuesdays and Thursdays for one hour, September through June	\$12,000	LCFF-SG
Tutoring Center (high school)	High school assistant principal, teachers	M, T, Th, F for 90 minutes, September through June	\$16,700	LCFF-SG
Online Credit Recovery (high school)	High school counselor, principal, teachers	M, T, Th, F for 90 minutes, September through June	\$16,700	LCFF-SG
Extended School Year program (Special Education students)	Director of Special Education, Special Education teachers	Four weeks in June and July	Varies	Special Education Funding
English Learner Summer Camp (rising K-5 English learners) and Elementary Summer Program	Language Learner Coordinator, elementary principals, teachers	Four weeks in June and July	\$60,000	LCFF-SG
Jump Start (incoming Kindergartners who have not experienced preschool)	EL Coordinator, elementary principals, teachers	Four weeks in June and July	\$19,998	First 5 Solano County
Summer program (middle school) that includes four weeks of ELA and/or math intervention in June and July for students who are not proficient plus a two-week program in August focused on socio-emotional development to get students ready to succeed in middle school	Middle school assistant principal, teachers	Four weeks in June and July, two weeks in August	\$60,000	LCFF and Title I

Summer school (high school)	High school assistant principal, teachers	Six weeks in June and July	\$75,000	LCFF
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**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
LCAP consultation with the Superintendent's Parent Advisory Group and DELAC	Director of CIA	Spring, 2014 and ongoing	No cost	N/A
Continue School Site Councils at each school; provide Principals with training in SSC regulations and effective practices	Director of CIA	Spring, 2014 and ongoing	No cost	N/A
Engage parents of English learners in decision-making in ELAC and DELAC meetings	EL Coordinator	Spring, 2014 and ongoing	No cost	N/A
Promote Parent Project and Loving Solutions to parents of challenging children	Assistant Superintendent, Educational Services	Fall, 2014	Community-based service through the cities of Vacaville and Fairfield	N/A
Communicate volunteer opportunities to parents; encourage classroom participation	Principals	2014-15	No cost	N/A
Host Family Math Night to introduce our new elementary math program to parents	Director of CIA	June, 2014	No additional cost beyond teacher training cost	N/A
Provide parents with information about online tools available in our three new math programs	Director of CIA, Principals, Teachers	June, 2014 and Back to School Night in Fall, 2014	No cost	N/A
Continue to build district and school websites to become a robust resource for parents	Director of CIA, Principals	Summer, 2014 and ongoing	No cost	N/A

Invite parents of preschool children to participate in READY! for Kindergarten	Student Success Coordinator, Principals, Kindergarten Teachers	Fall, 2014	\$35,000	Title I
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA:** Travis Unified School District

**County District Code:** 48-70565

**Date of Local Governing Board Approval:** May 13, 2014

**District Superintendent:** Kate Wren Gavlak

**Address:** 2751 De Ronde Dr

**City:** Fairfield

**Zip Code:** 94533

**Phone:** (707) 437-4604

**FAX:** (707) 437-8267

**E-mail:** kwrengavlak@travisusd.k12.ca.us

**Signatures:**

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



Signature of Superintendent	Kate Wren Gavlak	April 3, 2014
	Printed Name of Superintendent	Date

Signature of Board President	Printed Name of Board President	Date
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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.