

**State Priority Area: Basic Services (BS)**

Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d).

<b>Goal 1</b>	<b>All students receive instruction from an appropriately assigned teacher and have access to standards-aligned instructional materials and adequate, updated, and safe facilities that meet District’s educational priorities and goals.</b>
<b>Actions and Services for All Students</b>	
A. District hires and retains appropriately credentialed teachers and provides a two year induction program for new teachers and support for teachers identified as needing improvement.	
B. District provides students with state-approved textbooks and provides teachers with standards-aligned scope and sequence for instruction in Math and Language Arts.	
C. District meets state-mandated class size reduction requirements of 24:1 in grade span Transitional Kindergarten (TK) – Grade 3.	
D. District coordinates additional facilities and improvements as determined by District Facility Plan and annually updates Etiwanda School District Safety Plan at all schools.	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
E. New Teacher Induction program provides professional development and classroom support in early intervention, literacy, and English language development.	

**State Priority Area: Implementation of State Standards (SS)**

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

<b>Goal 2</b>	<b>Teacher capacity to implement new academic content and performance standards is sustained through ongoing professional development and collaborative planning time; parent capacity to support learning at home is increased through educational learning opportunities.</b>
<b>Actions and Services for All Students</b>	
A. District administrators develop annual Professional Development Plan, using input from teachers, administrators, and achievement data, and implement training and coaching for all teachers and administrators according to the plan of action.	
B. Professional Development Coordinator and Providers provide professional development and instructional support on implementing academic content and performance standards (CCSS) to teachers, support staff, and administrators.	
C. District provides weekly collaborative planning time to teachers to plan the implementation of new academic content and performance standards and develop extended learning opportunities that meet student needs during core instruction and weekly Universal Access time.	
D. Professional Development Coordinator and Providers collaborate with Site Representatives on preparing additional support and resources needed to implement academic content and performance standards.	
E. District administrators provide information, resources, and materials on the new academic content and performance standards and state assessment system to parents on the District website.	
F. School administrators provide parents with information to support learning at home through two annual parent education learning opportunities.  School administrators share informational resources on the new academic content and performance standards, state assessment system, and educational programs and services through school websites, newsletters, parent/volunteer meetings and other communication pathways.	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
G. District provides professional development and collaborative planning time for teachers to develop designated instruction aligned with the academic content and performance standards for English learners and students performing below grade level during weekly Universal Access time.	
H. English Learner/Intervention Program Coordinator provides professional development and support for teachers and administrators in the implementation of the new English Language Development standards.	
I. School administrators and Academic Advisors/Assistants (Intermediate School) increase outreach to parents of English learners, foster youth and low income student group families for parent education events or parent group meetings and provide childcare for school age children during parent evening educational opportunities, if available.	

**State Priority Area: Course Access (CA)**

Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

<b>Goal 3</b>	<b>Students have access to a broad course of study (language arts, social studies, science, and math), including visual and performing arts, health and nutrition, STEAM (science, technology, engineering, art, and math) and physical education; in addition, students in grade 6-8 have access to foreign language and college/career exploratory classes.</b>
<b>Actions and Services for All Students</b>	
A. School administrators provide students with access to broad course of study, including visual and performing arts, health and nutrition, keyboarding and technology skills, and physical education.	
B. School administrators provide students at the intermediate school level with access to foreign language and college/career exploratory classes.	
C. School administrators and teachers provide students with an opportunity to engage in at least two STEAM lessons or activities each year.  District develops Science, Technology, Engineering, Art and Math (STEAM) scope and sequence and resources for grade level STEAM learning opportunities.	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
D. School administrators and teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk and English learner students with the same access to a broad course of study as proficient and English fluent peers.	

**State Priority Area: Pupil Achievement (PA)**

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient and English learner reclassification rate.

**State Priority Area: Other Pupil Outcomes (PO)**

Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. Ed Code 51210: Other subject areas may include: physical education, drivers education, and vocational education.

<b>Goal 4</b>	<b>Students become college and career ready by meeting all state and federal targets for achievement and language fluency and the disparity in academic performance between state-identified groups of students is reduced.</b>
<b>Actions and Services for All Students</b>	
A. District provides on-going and sustained professional development that addresses the academic and performance content and performance standards, literacy, instructional engagement strategies, instructional technology and remedial and intervention instruction.	
B. Teachers administer interim and diagnostic assessments in reading and math to monitor student progress towards academic targets, inform instruction and identify students in need of intervention or enrichment.	
C. School administrators and teachers provide all students with weekly Universal Access time to provide designated instruction and target the learning needs of GATE/advanced, proficient, under-performing, and English learner students.	
D. District provides 1:1 access to electronic devices for students in grades K-8 and an Instructional Technology Support Clerk (ITSC) to each school to assist with the maintenance and support of site instructional technology.	
E. School administrators and teachers provide students with instruction and support in developing college and career technology skills and competencies.  Professional Development Coordinator and Providers provide teachers and administrators with professional development in the use of instructional technology to support teaching and learning.  District and school administrators pilot assigning electronic devices to students for home use.  School administrators provide after-school access to electronic devices and support parents in locating evening and weekend wireless access points within the community.	
F. 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).	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
G. English Learner/Intervention Coordinator provides professional development and support for teachers and administrators on the implementation of the new English Language Development standards, including training on integrated language development during core instruction and designated language development during weekly Universal Access time.	

<p>H. School administrators provide under-performing students with extended day intervention and use positive behavior pre-referral interventions, counseling services, and early identification reports to address the needs of under-performing students.</p> <p>EL/Intervention Coordinator coordinates extended day intervention program services at all schools for at-risk and under-performing students.</p>
<p>I. Teachers provide classroom instruction that uses engagement strategies that promote positive interdependence, individual accountability, equal participation, and simultaneous interaction (Kagan Engagement Structures).</p>
<p>J. Teachers use multiple measures to identify at-risk students with an achievement gap (English learner and non-proficient students in state-identified subgroups) and develop a Plan of Action for Student Success (PASS) that incorporates weekly Universal Access support for remediation, pupil engagement , and parent involvement. Teachers monitor PASS student progress regularly during the year and adjust instruction, programs, and services as needed.</p> <p>School Administrators regularly monitor school PASS students' progress with teachers and report progress through goal meetings with Superintendent.</p>
<p>K. District provides an Academic Advisor (AA) to intermediate schools with higher than District average population of at-risk and high need students and a Student Services Assistant (SSA) to intermediate schools not eligible for Academic Advisors, to support students with cognitive, social, health, economic, or other barriers to academic achievement.</p>
<p>L. Professional Development Coordinator and Providers provide on-going and sustained professional development for teachers in the areas of remediation and intervention, literacy for under-performing students, and implementation of the new English Language Development standards, including integrated language development during core instruction and designated language development during weekly Universal Access time</p>
<p>M. School administrators and teachers provide English learner, at-risk and under-performing students with designated instruction during weekly Universal Access time that addresses the literacy needs of under-performing students and the language and learning needs of English learners at all language proficiency levels.</p>
<p>N. Physical education teachers use weekly collaboration time to develop strategies to engage English learner, at-risk and under-performing students in physical fitness activities and address the needs of students not meeting the minimum requirements for healthy fitness zones in physical fitness testing.</p>
<p>O. District provides supplemental language development program and services to Long Term English Learners (LTELS) and English learners in US schools less than 12 months (Newcomer).</p> <p>For English learner students in U.S. schools for the first time for less than 12 months: District provides students with an electronic tablet to assist in instruction and translation during the school day and provides teachers with English learner instructional aide classroom support.</p>
<p>P. School administrators and Academic Advisors/Assistants (Intermediate School) monitor under-performing English learner (EL) students and refer EL students to the Student Study Team if they are not making annual progress towards English proficiency.</p>

**State Priority Area: Parent Involvement (PI)**

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

<b>Goal 5</b>	<b>School administrators engage parents in the school community and parents participate in decision making events, parent learning opportunities, and other school community building activities.</b>
<b>Actions and Services for All Students</b>	
<p>A. Director of Pupil Services provides school administrators with strategies and support for engaging parents in the school community and promoting parent participation in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities.</p>	
<p>B. District and school administrators promote communication with parents through ESPRI portal and online gradebook, school/district websites, auto-dialer system, email, text messages, newsletters, and social media communication tools.</p> <p>District and school administrators provide multiple pathways for parent to learn about and get involved in stakeholder input opportunities and school programs and activities.</p>	
<p>C. District and school administrators administer Parent Survey for input on improving school climate, student outcomes, and overall performance at schools.</p>	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
<p>D. School administrators and Academic Advisors/Assistants (Intermediate School) provide targeted outreach to families of at-risk, low income, foster youth and English learner students to involve them in stakeholder input opportunities, family night events, parent education opportunities, and other school programs and activities. In schools with over 15% English learner student population, communication will be provided in primary language.</p> <p>Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	
<p>E. If participation in Parent Survey is not representative of District demographics, district and school administrators administer a separate Parent Survey to families of low income and English learner students for input on improving school climate, student outcomes, and overall performance at schools.</p>	

**State Priority Area: Pupil Engagement (PE)**

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

<b>Goal 6</b>	<b>Students maintain high attendance rates and schools decrease rates of chronic absenteeism, middle school drop-out, and social promotions from eighth grade to high school rate each year.</b>
<b>Actions and Services for All Students</b>	
<p>A. Director of Pupil Services coordinates programs to maximize student welfare and attendance and minimize truancy, chronic absenteeism, middle school dropout and social promotion rates.</p> <p>Director of Pupil Services provides credit recovery and acceleration options, manages the Academic Advisor/Assistant program and West End counseling services to eligible students, supports schools in expanding other means of correction, and directs the Etiwanda Alternative Studies Education (EASE) program.</p>	
<p>B. School administrators and teachers maintain home-to-school communication and provide multiple pathways for parents to learn about school programs and services through ESPRI parent portal/online gradebook, school/district website, auto-dialer, email, text messages, newsletters, and social media communication tools.</p>	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
<p>C. School administrators and Academic Advisors/Assistants (Intermediate School) collaborate with at-risk and English learner families on attendance, credit recovery, and alternative studies education program options.</p>	
<p>D. Teachers provide academic intervention and designated language development instruction during weekly Universal Access time to provide at-risk, under-performing and English learner students with the same access to after-school extra-curricular and athletic programs as their proficient and English fluent peers.</p>	
<p>E. Director of Pupil Services provides school administrators and Academic Advisors/Assistants (Intermediate School) with strategies for targeted outreach to engage at-risk, low income, foster youth, and English learner student families in the school community.</p>	

**State Priority Area: School Climate (SC)**

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

<b>Goal 7</b>	<b>School administrators build a sense of safety and school connectedness for students, reduce incidents of bullying, and address suspension and expulsion rates through counseling, intervention, and positive behavior supports.</b>
<b>Actions and Services for All Students</b>	
<p>A. School administrators coordinate a character education bully prevention program at each school site to engage students in building a positive school climate.</p> <p>School administrators investigate and address all reported incidents of bullying.</p>	
<p>B. Director of Pupil Services supports schools in building a positive school community, addressing and reducing incidences of bullying, and coordinating student disciplinary proceedings.</p>	
<p>C. School administrators provide at least three after-school no-cost extra-curricular programs during the school year to increase positive school climate.</p> <p>District provides intra-mural sports program at elementary and intermediate schools to increase positive school climate.</p> <p>School administrators provide least one Family Night activity to build a sense of school community.</p> <p>Director of Pupil Services and Professional Development Coordinator provides school administrators with support for engaging students and parents in the school community.</p>	
<p>D. District Teacher Librarian and library clerks implement programs and activities that build a positive school climate and encourage student and parent engagement with school libraries.</p>	
<p>E. School administrators use positive behavior pre-referral interventions, other means of correction, counseling services, and early identification reports to reduce the rate of suspensions and expulsions.</p>	
<b>Actions and Services for English Language Learners, Low Income and Foster Youth</b>	
<p>F. District provides an Academic Advisor to intermediate schools with higher than District average population of at-risk and under-performing students and Student Services Assistant (SSA) to intermediate schools not eligible for an Academic Advisor, to reduce discipline and attendance issues for low income, foster youth, and English learner students through positive behavior pre-referral interventions, counseling services, and early identification.</p>	
<p>G. School administrators and Academic Advisors/Assistants encourage low income, foster youth, and English learner students to get involved in after-school extra-curricular/athletic programs and facilitate the enrollment process with parents.</p>	
<p>H. Director of Pupil Services provides school administrators and Academic Advisors/Assistants with strategies and support for engaging parents of low income, foster youth, and English learner student families in the school community.</p>	
<p>I. School administrators, Academic Advisors/Assistants, and character education/leadership program advisors include low income, foster youth, and English Learner students in the leadership of the character education bully prevention program at each school.</p>	
<p>J. District Teacher Librarian and library clerks increase the number and circulation of high interest low readability and primary language books available in the school libraries.</p>	