

Title III LEA Improvement Plan Addendum Outline

Directions: Address the topic matter requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item.

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.

Coast Unified School District (CUSD) has not met Annual Measurable Achievement Objective (AMAO) 3 in English Language Arts (ELA) for 2 consecutive years, 2008-09 and 2009-10. While the data shows that English Learners (ELs) at CUSD are making solid progress in AMAO 1 and 2, ELs are not meeting the target in ELA on the California Standards Test (CST). CUSD is in Safe Harbor (SH) for AMAO 3 in mathematics.

District wide 52% score Advanced or Early Advanced on the California English Language Development Test (CELDT), while 35% score at the Intermediate level and 13% at Early Intermediate or Beginning level. 74% met the target for Annual progress in Learning English, AMAO 1. 23% met the target for Annual Progress for Attaining English Language Proficiency in a language instruction educational program for fewer than 5 years, and 72% met the target for ELs in a language instruction educational program for 5 years or more, AMAO 2.

The participation rate for AMAO 3 was 100%.

The data shows that the majority of EL students (47%) in grades 2-8 who scored at the Intermediate level on the CELDT score at the Basic performance level on the ELA/CST. 28% score at the Below Basic level and 17% Far Below Basic. Because of the small size of the subgroups 2 or 3 students can alter the percentages significantly.

Many students at the English Proficient level on the CELDT are becoming stuck at the Basic level on the ELA/CST. 56% of students at the English Proficient level on the CELDT are scoring Basic on the ELA/CST. This is particularly evident in grades 4-9. As ELs progress through school their proficiency level in English may increase, but they do not reach proficiency on the CST/ELA. At the high school level, 57% of 10th grade ELs passed CAHSEE in ELA, with no students achieving the proficiency mark, while 71% passed the CAHSEE in math, with 14% achieving proficiency.

Reclassified-Fluent English Proficient (R-FEP) students are performing well on the ELA/CST. 80% of R-FEP students in grades 2-8 are Proficient or Advanced on the ELA/CST. 100% of R-FEP passed the CAHSEE in ELA and Math. 83% of R-FEP students were proficient on the ELA and math exams. The small numbers in the CAHSEE subgroup can skew the percentages with one or two students scoring differently on the exam.

Summary: Many ELs who do not meet AMAO 3 goals for proficiency have been in the US for more than 5 years and do not move beyond the Intermediate level on the CELDT. Some students who do meet the Proficient level on the CELDT do not meet the targets in CST/ELA and CST/math. All R-FEP students are meeting targets on the CST and CAHSEE.

B. Strengths and weaknesses of current plan

The strengths of the Title III LEA Plan for CUSD include the following:

Instructional Program 1. All teachers at CUSD are California Commission on **Teacher** Credentialing (CCTC) authorized teachers to provide ELD and/or SDAIE Instruction to English Learners. 2. National Geographic/Hampton Brown ELD curriculum has been adopted at the K-5 level for four years and 6-12 was adopted within the last year (K-5 Avenues, 6-8 Inside, 9-12 Edge) and professional development in implementation of new curriculum was provided. 3. A Master Plan for English Learners was written in the spring of 2010 and is being reviewed by stake holders for final Board adoption. 4. Because of the small size of CUSD each EL is monitored closely. 5. A culture of instruction using data driven decision making is beginning to take hold as a new data management system (Datawise) was put into place.

Instructional Strategies 1. All teachers have been trained and authorized to use SDAIE strategies including: Simplified input, use of contextual clues, building background, checks for understanding, student-centered, content-driven, appropriate lesson implementation and review and assessment. Core foundational content area literacy strategies are required of all teachers including a 5-step vocabulary acquisition process for content specific and academic specific vocabulary, PreDuringPost (PDP) Cornell Notes, and writing across the curriculum.

Professional Development 1. Beginning in 2009-10, providing quality professional development has been an emphasis beginning with a literacy boot camp where vocabulary acquisition, frontloading, direct instruction, PDP Cornell Notes, and student engagement strategies were taught to teachers and classroom aids. 2. In 2010, training was provided for newly adopted 6-12 ELD curriculum by publisher consultant. 3. In 2011, all teachers were trained in foundational writing techniques, with K-5 teachers being trained in Step-Up-to-Writing, and the 6-12 grade teachers trained in content area writing.

Parental Participation 1. A Bilingual Family Advocate works full time for the district providing resources and communication to parents. 2. CUSD has established a partnership with County Drug and Alcohol Services to provide outreach for Latino families and youth facing difficulties associated with substance abuse, parental expectations and educational forums. 3. A part-time translator works for the district ensuring all written communication is provided in the parent's primary language. 4. Bilingual Parent Educators provide parent education classes at no charge to parents through a grant from the San Luis Obispo Child Abuse Prevention Council and Parent Connection.

The weaknesses of the Title III LEA Plan for CUSD include the following:

Instructional Program 1. Consistent, complete and daily ELD for all ELs is lacking, particularly in grades 6-12. 2. Long term ELs are caught at the Basic level on the CST/ELA. Staffing and scheduling have hindered the full implementation of ELD for all English Learners.

Instructional Strategies 1. Some teachers are reluctant to recognize the changing demographics of the district and do not see the need for change. 2. Professional development in the district did not exist for many years and new core foundational strategies have just recently been required of all teachers. 3. Teachers need to be observed to verify that researched based strategies are being implemented on a daily basis in all content areas.

Professional Development 1. The district has provided a great deal of quality professional development revolving around literacy and language in the last three years. The administration must ensure that these strategies are fully implemented with fidelity. 2. Professional development to ensure the use of Datawise and its capabilities in bench-mark assessments and formative assessments has been a challenge.

Parental Participation 1. Parent participation is a challenge, especially as students progress through the grades. 2. 55% of students come from homes that are socioeconomically disadvantaged. Almost 25% of the parents are not high school graduates.

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

1. ELs may have not reached the target because the CUSD professional development plan did not keep pace with the demographic changes the District was experiencing. Combined with an intransigent and aging staff, the change in demographics are significant factors in the failure to meet AMAO 3. In 2005, 23% of the students in the district were ELs and 38% were socioeconomically disadvantaged. In 2010, 38% of the students in the district were ELs (49% Hispanic) and over 50% of the students came from families that are socioeconomically disadvantaged; 24% of the students also came from families where parents are not high school graduates. Although teachers were authorized to provide SDAIE strategies there was little professional development in the area of specific strategies for ELs and literacy and teachers were not held accountable for implementing these strategies.

2. Through classroom observations and the use of Academic Program Survey (APS) and District Assistance Survey (DAS), the District found that the lack of academic progress in the CST/ELA is caused not only by inconsistencies in the implementation of the ELD program, but also by the limited use of high quality research-based content area literacy strategies in each classroom, and the lack of appropriate reading interventions at the middle and high school levels.

3. Teacher and administrator surveys indicate low parent involvement may lead to lack of student engagement.

D. Conclusion: The quantitative and qualitative data were reviewed and the underlying causes were verified. To increase the language proficiency and academic achievement of EL students the District must continue to improve in five areas: continued professional development in literacy strategies; full implementation of ELD curriculum across the grade levels; providing all students with appropriate RLA/ELA instruction and interventions based on their assessed needs; continued use of data collection and multiple assessments to accurately identify gaps in EL student achievement; and increase parental outreach and communication.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). Recommended English Learner Subgroup Self Assessment (ELSSA)</p> <p><i>OBJECTIVE: Full and consistent implementation of standards-based ELD instructional materials at all grade levels.</i></p>			

<p>A. Purchase of Standards Based ELD curriculum</p> <ul style="list-style-type: none"> • District ELD coordinator will survey school districts • Principals will observe ELD classrooms at school districts where selected curriculum is being used • Datawise data management system <ul style="list-style-type: none"> ○ Benchmark assessment/Local Assessment/CELDT 	<p>District ELD Coordinator</p> <p>District Personnel</p>	<p>4/2010</p> <p>Ongoing</p>	<p>EIA carry over \$14,129.28</p> <p>\$10,000 Gen Fund</p>
<p>B. Professional Development for implementation of Standards Based ELD Curriculum</p> <ul style="list-style-type: none"> • District ELD Coordinator will identify district staff to be trained on new ELD curriculum • Publisher consultant will provide professional development on implementation of new curriculum • Literacy Bootcamp for all teachers • Content Area Writing Bootcamp for all teachers <ul style="list-style-type: none"> ○ Step-Up-to-Writing/Content Area Writing 	<p>District ELD Coordinator/Publisher consultant</p> <p>District ELD Coordinator</p> <p>Consultant/Teachers/Administrators</p> <p>Consultants/Teachers/Administrators</p>	<p>5/2010</p> <p>5/2010</p> <p>2009</p> <p>2011</p>	<p>No funding required</p> <p>EIA carry over</p> <p>Title II \$60,000</p> <p>Title II \$40,000</p>
<p>C. ELD instruction provided for all English learners daily.</p> <ul style="list-style-type: none"> • ELs will be placed for ELD instruction appropriate to CELDT level • Expansion of Pre K services to District Students <ul style="list-style-type: none"> ○ Transitional Kindergarten ○ Contract with CAPSLO for expansion of Headstart to 44 students • Results of the 2009 CELDT will be analyzed by the district Assessment Coordinator. Grade level lists will be generated that group students by overall ELD level within each school. Results will be sent to each principal. 	<p>Site Principals</p> <p>Superintendent/K teachers/CAPSLO Personnel</p> <p>Site Principals/ District ELD Coordinator</p>	<p>Begun 9/2010 Ongoing</p> <p>2011 - Ongoing</p> <p>Begun 9/2010 Ongoing</p>	<p>No funding required</p> <p>General Fund</p> <p>No funding required</p>

<ul style="list-style-type: none"> • Principals will restructure ELD groups. • CST/ELA scores will be analyzed and cross referenced with CELDT results and grade level list will be generated and sent to site principals. • New ELD schedules/placements will be set for students who are not currently receiving support and those who have not been reclassified. • District EL Coordinator will collaborate with site principals to ensure appropriate scheduling and placement of English Learners in ELD for the next academic year 	<p>Site Principals/ District ELD Coordinator</p> <p>District ELD Coordinator</p> <p>Site Principals/ District ELD Coordinator</p> <p>ELD Coordinator/ Site Principals</p>	<p>9/2010 - Ongoing</p> <p>Begun 9/2010 - Ongoing</p> <p>Begun 9/2010 - Ongoing</p> <p>3/2011</p>	<p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p>
<p>D. Implement K-12 ELD Monitoring System.</p> <ul style="list-style-type: none"> • Develop walkthrough protocol based on full implementation of the district adopted ELD materials. <ul style="list-style-type: none"> ○ Ensure content area literacy strategies taught with fidelity • EL coordinator will check that ELs' daily schedules reflect uninterrupted blocks of time designated for explicit ELD. • Pacing guides for ELD/ELA will be developed and implemented by teachers. • Benchmark exams in ELD/ELA and all content areas will be developed. • Multiple assessments will be used to monitor ELs beyond the CELDT and CST including writing rubrics, Gates-MacGinitie Reading Tests and San Diego Quick Reading Test 	<p>Administration</p> <p>EL Coordinator</p> <p>ELA Teachers and Site Principals</p> <p>Site Principals/ELD Coordinators</p> <p>Teachers/Administration</p>	<p>2010 - Ongoing</p> <p>Quarterly</p> <p>6/2011</p> <p>2010 - Ongoing</p> <p>2010 - Ongoing</p>	<p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>General fund \$3,000</p>

3. Describe scientifically based research strategies to improve academic achievement in English-language arts. (AMAO 3;ELSSA)

***OBJECTIVE:** All English Learners have access to Appropriate Reading/Language Arts Instruction: All English Learners will have access to an appropriate reading/language arts curriculum based on their assessed needs and to all curricular materials with appropriate modifications targeted to the students' English language proficiency level and academic skill.*

A. Provide quality RLA/ELA instruction

- Ensure all students have state adopted core RLA/ELA textbooks.
- Identify EL students who are far below basic to advance on the CSTs for ELA and provide appropriate intervention in the Response to Intervention Program (K-5).
- Identify EL students who are far below basic to advance on the CSTs for ELA and provide appropriate intervention in small group instructions with researched based ELD curriculum (6-8).
- Establish an ELA Block for grade 6.
- Implement RtI at Middle School to further assist EL students in Core Curriculum
- Identify EL students who are far below basic to advance on the CSTs for ELA and provide appropriate intervention in small group instructions with researched based ELD curriculum (9-12).
- Identify EL students who are in need of after-school intervention program and provide intensive after school intervention for ELs (K-8)

Site Principals/ELD Coordinator	9/2010 - Ongoing	General fund \$15,000
K-5 Principal	8/2010 - Ongoing	No funding required
6-8 Principal	8/2010 - Ongoing	No funding required
6-8 Principal/ Superintendent	8/2010 - Ongoing	No funding required
Teacher	2010 - Ongoing	Title III \$27,000
9-12 Principal	8/2010 - Ongoing	No funding required
K-8 Principals/ After School Coordinator	8/2010 (K-5) 10/2010 (6-8) Ongoing	ASES Grant

<ul style="list-style-type: none"> Observe classroom teachers during the ELA period to monitor the implementation of the core and intervention materials, using checklist based on SDAIE training components. Provide monthly release time for ELD/ELA staff to articulate strategies for differentiating instruction for the various EL proficiency levels. Establish a data collection system to track ELs and identify ELA standards that are a weakness for EL. (Datawise) Develop benchmark exams at all grade levels in ELA/ELD using Datawise Input SBE approved, district-adopted ELD program materials assessments into local data management system. 	<p>Site Principals/ELD Coordinator</p> <p>Site Principals</p> <p>Superintendent/Principals</p> <p>Teachers/Site Principals/Superintendent</p> <p>District Office</p>	<p>Monthly</p> <p>Monthly</p> <p>6/2010 - Ongoing</p> <p>1/2011 - Ongoing</p> <p>2010 - Ongoing</p>	<p>No funding required</p> <p>No funding required</p> <p>General fund \$10,000 / year</p> <p>Sub Costs/General Fund \$8,000</p> <p>No Cost</p>
<p>4. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p><i>OBJECTIVE: Coordinate district-wide professional development to focus on English Learners.</i></p> <p>A. Provide high quality literacy strategies training for all teachers K-12 focusing on academic vocabulary, frontloading, direct instruction, and other strategies.</p> <ul style="list-style-type: none"> Literacy Boot Camp-District wide professional development by literacy consultant. Vocabulary acquisition, pre, during and post reading strategies, frontloading, Cornell notes. Week long summer professional development (stipend provide). Individual follow-up with teachers 	<p>Literacy consultant/teachers/administrators</p> <p>Site Principals</p>	<p>Summer 2009</p> <p>2009 - Ongoing</p>	<p>General Fund \$40,000</p> <p>No Cost</p>

<ul style="list-style-type: none"> Benchmark exams across curriculum (substitute teachers provided) Pacing guides across curriculum 	<p>Teachers/Site Principals</p> <p>Teachers/Site Principals</p>	<p>6/2009 - Ongoing</p> <p>6/2010 - Ongoing</p>	<p>General Fund \$8,000</p> <p>No funding required</p>
<p>B. Provide professional development in newly adopted ELD materials.</p> <ul style="list-style-type: none"> Publisher consultant provides two day workshops on Hampton-Brown/National Geographic ELD programs Follow up online training from publisher consultant 	<p>ELD Coordinator/ Publisher Consultant</p> <p>Teachers</p>	<p>5/2010</p> <p>Ongoing</p>	<p>No funding required</p> <p>No Cost</p>
<p>C. Provide Staff Development Data Collection system (Datawise)</p> <ul style="list-style-type: none"> Professional Development with individual school sites Follow-up sessions with individual teachers 	<p>District Personnel</p> <p>District office</p> <p>District office</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>General Fund \$6,000</p> <p>No funding required</p> <p>No funding required</p>
<p>D. Provide Staff Development on CELDT, ELD and AMAOs</p> <ul style="list-style-type: none"> Provide early release Wednesdays release for all teachers for review of CELDT, proficiency levels, expectations and Annual Measurable Achievement objectives 	<p>District</p>	<p>2010 - Ongoing</p>	<p>No funding required</p>

5. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.

OBJECTIVE: Provide clear and timely communication and offer relevant training, in English and the primary languages, to parents and community members, on student achievement, academic expectations, accountability requirements and support services.

A. Provide clear and timely communication

- Communicate to all parents at regular intervals via district newsletter, on topics such as ELD, the identification process, interventions, and exit criteria.
- Ensure all school notification are sent home in student’s primary language
- 100% parent participation in parent conferences K-5 with interpreters
- Develop automated parent communication system with multilingual translation capabilities

B. Provide opportunities for parents to participate

- Provide opportunities for parents to participate in decision-making related to site and district initiatives.
- Provide parenting classes at no charge
 - Parent leadership training
- EL Parent Representative on Grammar School Site Council

District ELD Coordinator	Quarterly	General Fund \$500
District Translator	Ongoing	General Fund \$15,000
Grammar School Principal/Teachers	Three per year	EIA/LEP
District Office	Spring 2011	General Fund \$1,400 / year
Site Principals/ELD Coordinator	DELAC/ELAC mtgs.	No funding required
District Personnel	4 times per year	Parent Connection Grant
Site Principal	Monthly	No funding required

<ul style="list-style-type: none"> • Develop clear parent volunteer guidelines to ensure ease and access for parents of ELs <p>C. Provide relevant training</p> <ul style="list-style-type: none"> • Provide parenting classes in Spanish for parents of English Learners using researched based parent education curriculum (<i>Active Parenting</i>) and trained parent educator for ages 2-6, 7-12 and adolescents. • 8th grade parent orientation meeting • Provide quarterly forums for all parents of middle school students with interpreters on relevant school topics (including: school adjustment, substance abuse, and bullying). • Separate High School Parent Information evenings for parents of sophomores, juniors and seniors as well as a Financial Aide Planning orientation for graduating seniors. All parent meetings have interpreters. • Family Resource Center with bilingual Family Advocate • Resource Fair with community partners including Dept. of Social Services, Migrant Education, law enforcement, Child Welfare Services, Youth coalition and others 	<p>District Office</p> <p>Student Services Coordinator</p> <p>High School Counselor/Principal</p> <p>Middle School Principal</p> <p>High School Counselors and Site Principal</p> <p>Director Student Services/Family Advocate</p> <p>Director Student Services/Family Advocate</p>	<p>Fall 2010</p> <p>Three times per year</p> <p>Annually</p> <p>Quarterly</p> <p>Annually</p> <p>Ongoing</p> <p>Fall 2010</p>	<p>No funding required</p> <p>Parent Connection Grant \$3,700</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>General fund \$15,000</p> <p>No funding required</p>
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>		<p>N/A</p>	<p>N/A</p>