

## Title III LEA Improvement Plan Addendum Outline<sup>1</sup>

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)** (Five page maximum for this item).

### A. Analysis of Data

During the 2008-09 school year, CUSD conducted a self-analysis of ELD services to the district's EL students, staff, and parents. The intent of this analysis was to maximize resources available to support English Language Learners in acquiring the English language development skills necessary to meet proficiency standards in the content areas. The analysis used the English Learner Subgroup Self Assessment (ELSSA) as one tool to guide the team in analyzing student outcomes and specific program services for English Language Learners. The 08-09 ELSSA review was followed up by a 2009-10 update and completion of the new ELSSA. Specifically, program components for Self-Review and Improvement Plan Development included:

- a. Data and Assessment (Identification, Redesignation, Report Cards, Portfolios)
- b. ELA/ELD (Side by Side)
- c. Mathematics (Algebra Readiness)
- d. Supplemental Programs/Intervention Programs (i.e. tutoring, summer school, etc.)
- e. Professional Development
- f. Parent Involvement

Component analysis included analyzing current practices (including resource allocations), best practices, prioritizing areas of need, and developing an Action Plan. This careful analysis of student outcomes and program services has helped the district to plan for comprehensive services for EL students and parents that will enhance student achievement, teacher knowledge of targeted instructional strategies for EL students, and parent participation in active support of their student's learning. Data collection came from various sources. Student data analysis included information available through Data Director (district's data management system), ELD Portfolios and Addendums, and Aeries (district's student information system). Additional data analyzed included number of tutoring hours, parent attendance at ELAC/DELAC and/or adult ESL programs; and, feedback from classroom teachers during biannual teacher conferences, and classroom observations.

The 2008-09 self-analysis and 2009-10 ELSSA results resulted in recommendations in the following areas:

- ✓ Re-defining the role of the ELD Specialists that will result in a focus on articulation, coaching, collaboration, and instructional leadership;
- ✓ Assigning of ELD Specialists to cover each site;
- ✓ Identifying strategies on how to build capacity with site administrators;
- ✓ Modifying current practices to streamline assessment of EL students, including:
  - Initial identification
  - Requisite annual CELDT testing
  - Reclassification
  - Portfolio and EL Folder Documentation
  - Incorporation of data into Data Director
- ✓ Identifying areas of focus for professional development for classroom teachers that includes modeling and coaching and addresses:
  - ELD/ELA-Side-by-Side
  - Mathematics
  - Language acquisition and effective differentiation instructional strategies

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<sup>1</sup> This outline was developed by the Language Policy and Leadership Office, California Department of Education, September 2008

- ✓ Addressing tutorial programs by:
  - Defining the role of the tutors;
  - Establishing criteria for student placement with tutors;
  - Defining the curriculum;
  - Measuring student achievement of participating students
- ✓ Enhancing parent involvement by addressing:
  - Parent training opportunities
  - Involving site principals and staff in ELAC and DELAC

The recommendations took into consideration the declining fiscal condition of the state and were planned for minimal fiscal impact and maximum student achievement outcomes. The recommendations made have been used in planning, implementing, and evaluating services to EL students and parents during the 2009-10 school year and beyond.

▪ **Annual Progress in Learning English and Attaining English Language Proficiency:**

Listening, speaking, reading and writing proficiency is measured by the CELDT test, which is administered to every ELL student (K-12) every fall (between August and October) until the student is reclassified as Fluent English Proficient. In order to meet the federal Annual Measurable Accountability Objectives (AMAO #1) a certain percentage of students need to make at least one level of progress on the CELDT each year; that level increases each year. The pre-post comparison results from 2008 to 2009 show that 67.3% of the English Learners made at least one level or more of growth on the CELDT overall. The 2008-09 Target was 51.6%, CUSD exceeded the target by 15.7%. In order to meet the federal Annual Measurable Accountability Objectives (AMAO #2) a certain percent of cohort students need to attain English Proficiency. The pre-post comparison results from 2008 to 2009 show that 49.1% of the English Learners met AMAO 2. The 2008-09 target was 30.6%, CUSD exceeded the target by 18.5%

Although EL students in CUSD met both AMAO #1 and AMAO#2 targets, a noteworthy accomplishment, analysis of the test results indicates that the area of reading is the most difficult area for the students to pass. While the subtest scores within reading (decoding, vocabulary and comprehension) are not broken out in the official scores, hand scoring conducted before sending tests off for scoring indicate that in general, students have more difficulty in the subsections of vocabulary and comprehension. Thus, there needs to be a continued focus on building academic vocabulary across all subject areas for all English Learners.

▪ **Adequate Yearly Progress for English Learners in Academic Achievement**

In order to meet the federal Annual Measurable Accountability Objectives (AMAO #3), 45% of all English Learners must be proficient or advanced in English Language Arts, and 45.5% must be proficient or advanced in mathematics. English Learners fell short in ELA, with only 40.9% of English Learners scoring proficient or advanced in ELA and 45.5% (required level) of English Learners scoring proficient or advanced in mathematics.

Upon analyzing the CST Performance Levels in ELA of English Learners who cored at the Intermediate and English Proficient Levels on the CELDT, the data shows that 2<sup>nd</sup> through 5<sup>th</sup> grade students perform at the Basic to Proficient levels in ELA, while 6<sup>th</sup> through 10<sup>th</sup> grade students score at the Below Basic and Far Below Basic levels in ELA.

When the scores of former English Learners (now RFEP) who were performing at the Intermediate or English Proficient Levels on the CELDT were analyzed, these students scored at the Proficient or above levels in English Language Arts. When these students were compared to the English only students' performance, in general, the scores of the RFEP and English-only groups were comparable at levels 1 and 2, but more RFEP students scored at the basic level and less at the proficient/advanced than the English-only.

At the high school level, in the 08-09 school year, 49% of 10<sup>th</sup> grade English Learners passed the CAHSEE in ELA, compared to a 92% passage rate for all students and for RFEPs. Results for 10<sup>th</sup> English Learners in math were higher with 69% of ELs passing. At the 11<sup>th</sup> grade level, 24% of ELs passed the CAHSEE in ELA, compared to 55% for all students. And at the 12<sup>th</sup> grade level, 29% of ELs passed CAHSEE in ELA, compared to 36% for all students.

To summarize, of concern is the performance of the long-term EL students who score significantly lower than any of the other groups. These students tend not to move beyond the Intermediate level on the CELDT and their lowest scores on CST, CAHSEE, and CELDT are in reading.

### **B. Factors Contributing to Failure to Meet AMAO #3**

- EL students in CUSD may be unable to move beyond the Intermediate CELDT level because daily standards-based ELD instruction appropriate to their CELDT proficiency level has been inconsistent. Through observations, we find ELD is delivered inconsistently across the district. Grouping of EL students for ELD instruction does not always occur resulting in few homogenous groupings. Time allotments vary and while the district has identified core ELD programs, the materials used have varied. The lack of structure in the ELD program may be contributing to the students' inconsistent progress through the CELDT proficiency levels.
- According to the CELDT data, students are achieving proficiency in listening and speaking very quickly and in writing in a timely manner and are meeting the AMAO targets for overall CELDT, but are not achieving proficiency in reading quickly enough. EL student performance on grade level CSTs, as well as analysis of CAHSEE results, supports the fact that students are not becoming proficient in reading. Many students are receiving additional instruction in reading through during-school tutoring or after-school tutoring; however, there is wide variation in the use of standards-based, state-approved reading intervention programs. In addition to variation of materials used, the program analysis reveals that there is inconsistency in providing reading intervention support to all EL students in need.
- Based upon the team's analysis, insufficient follow-up support and lack of monitoring are contributing factors to inconsistent implementation of the ELD program, high quality instructional strategies, and targeted and specific reading interventions.
- While the district has begun to collect data on interventions provided to EL students, the lack of analysis of student progress creates a void in determining program effectiveness.
- Up until the 2009-2010 school year, there has been minimal district focus on EL student access and achievement in mathematics. Strategic support for mathematics instruction for EL students could become a contributing factor for failure to meet AMAO #3

### **C. Strengths and Weakness of Current Plan**

#### ***Instructional Program Implementation***

**STRENGTHS:** Through the district's identification of Essential Standards in ELA and development of district-wide benchmark assessments, attention has been given to target the needs of EL students. CUSD has purchased specialized materials for students with less than reasonable fluency to supplement the state-adopted ELA series. Instructional Services staff is in the process of standardizing our intervention programs to ensure implementation of a comprehensive Rtl model

**WEAKNESSES:** Currently, there are no district-wide benchmark assessments for ELD. Implementation of a comprehensive Rtl program with identified materials and strategies is inconsistent.

#### ***Instructional Strategies***

**STRENGTHS:** Quality professional development has been provided to support teachers in building their repertoire of effective, research-based instructional strategies for use with EL students.

**WEAKNESSES:** While the LEA plan identifies the district's desire to provide teachers with training in how to provide differentiated instruction that meets the needs of all students, including EL students, there are inconsistencies in the implementation of effective differentiation strategies.

### ***Professional Development***

**STRENGTHS:** ELD Specialists have provided professional development to classroom teachers working with EL students. ELD Specialists have teamed up to offer multiple trainings for teachers of EL students; the trainings were broken out by grade level spans to make the training especially relevant and applicable. Part 1 focused on improving listening and speaking skills, but with special emphasis on building academic vocabulary while Part 2 focused on developing literacy skills. During the fall of 2009, all principals, instructional services staff, and the Superintendent attended a one-day forum on closing the Achievement Gap for English Learners that was sponsored by SDCOE. Attendance at this informative forum facilitated conversations for district planning on how to increase student achievement for the district's English Learners. A follow-up opportunity will take place in Spring 2010.

**WEAKNESSES:** Because of the burden of testing and compliance documentation, the ELD Specialists have not been able to provide as many coaching and demonstration lesson opportunities to teachers. In addition, more training is also needed in the area of English language development. Teachers are tooled in using the EL resources of the ELA program, but more specific and targeted training is needed for ELD instruction and use of district ELD materials.

### ***Parent Participation***

**STRENGTHS:** All ELAC committees meet six times a year and the DELAC meets four times a year. Each school year, the (ELAC) and the District English Learner Advisory Committee (DELAC) fulfill their roles in advising the schools and the District on issues related to EL students including: developing school plans, the District Master Plan of educational programs, and services for English Learners.

**WEAKNESSES:** While announcements in the primary language, both written and through automated phone messages, are sent to target parents, participation in ELAC meetings has not grown. Similarly, parent participation in other district sponsored parent activities is minimal for our English Learner parents.

### **D. Conclusions**

The number of EL students in the district decreased slightly in 2008/09 while the percentage of students being reclassified increased. Students are making good progress on the CELDT, as shown by their meeting the AMAO#1 and #2 targets. In comparison with past years, students are making more gains in CST math and ELA. All teachers in the district have now gained proper certification to teach EL students. Participating parents continue to be active in the ELAC and DELAC committees, providing valuable input to the district and their school sites.

After careful analysis of both quantitative and qualitative data that outlined current practices, the Carlsbad Unified School District instructional team believes that in order to improve the language proficiency and academic achievement of English Language Learners, the district must improve in the following areas:

- ◆ Fully implement consistent standards-based ELD, targeting identified essential ELD standards for the EL student, especially for students at the Intermediate, Beginning Advanced, and Advanced levels.
- ◆ Provide students with appropriate reading language arts instruction and strategic interventions based upon identified areas of need and incorporating the components of a comprehensive Rtl program.
- ◆ Target instruction that will ensure academic language development for EL students in the core content areas;
- ◆ Coordinate professional development opportunities that will enhance teacher skills in providing research-based best instructional practices for both ELA and mathematics.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>2. Describe scientifically based research strategies to improve English Language Development (ELD).</b> (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p><i>Objective: Provide English Language Learners consistent standards-based ELD, targeting identified essential ELD standards.</i></p> <p><b>A. Regular ELD instruction provided to English Language Learners.</b></p> <ul style="list-style-type: none"> <li>➤ Annual results from CELDT will be analyzed and grade level lists for each school site will be provided to each site administrator.</li> <li>➤ ELLs will be provided ELD instruction appropriate to their CELDT level.</li> <li>➤ Identify essential ELD standards by language proficiency levels and grade spans.</li> <li>➤ Utilize SBE approved, district-adopted ELD program materials for ELD. Teachers will provide regular ELD instruction fully addressing the essential ELD standards.</li> <li>➤ District EL Coordinator will collaborate with district ELD Specialists and principals to review class rosters and class schedules for placement of English Learners in ELD.</li> </ul>	<p>August 2010</p> <p>Monthly Sept 2010- June 2011</p> <p>June 2010</p> <p>Monthly Sept 2010- June 2011</p> <p>Monthly Sept 2010- June 2011</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ English Language Development Specialists</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>Title II funds will be utilized to release staff to identify essential standards and develop benchmark assessments. \$1,500</p> <p>Title II funds will be used for curriculum development during Summer Curriculum Institute. \$1,500</p>	

<p><b>B. Input SBE approved, district-adopted ELD program materials assessments into local data management system, Data Director.</b></p> <ul style="list-style-type: none"> <li>➤ Develop ELD Benchmarks to measure acquisition of ELD essential standards</li> <li>➤ Administer and record student results in Data Director, the district's student data management system.</li> <li>➤ Assessment results will be used for grade, site, and district level discussions in order to determine areas of need</li> </ul>	<p>Fall 2010</p> <p>At least 2x annually (mid &amp; end of year) Discussions will take place at monthly grade level, site and district PLC meetings.</p>	<p>See above</p>	<p>Title II funds during summer \$1,500</p>	
<p><b>C. Develop and implement a K-12 ELD monitoring system to ensure regular ELD instruction is provided to EL students at their appropriate CELDT level. System components may include, but not be limited to:</b></p> <ul style="list-style-type: none"> <li>➤ CUSD had established a process for on-going monitoring of progress on ELD standards that involved the ELD Specialists administration of an individual portfolio assessment in the areas of listening, speaking, reading, and writing. The portfolio was then shared with classroom teachers. The team feels the monitoring of progress needs to be more classroom teacher-driven. A transition plan for monitoring by Specialists to monitoring by classroom teachers will be developed and implemented.</li> <li>➤ Similarly, ELD Specialists had been responsible for reporting to parents on progress made in ELD. A transition plan for parent reporting by Specialists to parent reporting by classroom</li> </ul>	<p>2009-2010 for developing a plan to transition to classroom teachers</p> <p>2009-2010</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ ELD Specialists</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>No funding required other than staff time</p> <p>No funding required other than staff time</p>	

<p>teachers will be developed and implemented through parent conferences and at each grading period and</p> <ul style="list-style-type: none"> <li>➤ Use of a walkthrough observation protocol that targets effective instructional practices for ELD for use by site and district administrators.</li> <li>➤ Conduct on-going evaluation of program effectiveness through analysis of student achievement on benchmark assessments, CELDT, and CSTs.</li> <li>➤ Train Principals, teachers, and ELD Specialists to utilize the AMAO Report available through the district's data management system (Data Director) to utilize for identifying individual students and school level results on attainment of AMAOs as a tool for designing targeted instruction.</li> </ul>	<p>Monthly observations</p> <p>Conduct mid-year and end-of year analysis Spring 2010 and Fall 2011</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ ELD Specialists</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>No funding required other than staff time</p> <p>No funding required other than staff time</p> <p>No funding required other than staff time</p>	
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Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA).</b> (AMAO 3;ELSSA)</p> <p><i>Objective: All English Learners have access to appropriate reading/language arts instruction. ELLs 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 student's English language proficiency level and academic skill.</i></p> <p><b>A. Provide quality Reading/Language Arts instruction.</b></p> <ul style="list-style-type: none"> <li>➤ Per the Williams Settlement legislation, all students must have state adopted core ELA textbooks.</li> <li>➤ Identify EL students who are below basic and far below basic on the CSTs for ELA and place these students in appropriate intensive intervention support programs, including tutoring, support classes, summer school, and/or before or after school programs.</li> <li>➤ Provide intensive intervention during the regular school day as well as offer extended-day or extended year options if possible. The Instructional Services department is in the process of defining intervention programs by grade span and content area to increase consistency and support intervention program monitoring and</li> </ul>	<p>Spring 2010 for 2010-2011</p> <p>Aug-Sept 2011</p> <p>Weekly 2010-2011</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Director of Pupil Personnel</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ ELD Specialists</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>IMFRP, Prop 20, EIA, Title I, ERRA</p> <p>These funding sources are used for core and supplemental materials acquisition 2009-10 = \$195K (Read 180, text replacements, supplemental materials)</p> <p>The remaining strategies do not require</p>	

<p>evaluation across the district.</p> <ul style="list-style-type: none"> <li>➤ Observe classroom teachers during the ELA period to monitor the implementation of the core and intervention materials, utilizing an observation checklist that includes effective SDAIE strategies, i.e. scaffolding strategies.</li> <li>➤ Monitor fidelity of program implementation through observations and coaching.</li> <li>➤ Schedule meeting times and/or provide release time for ELD Specialists to articulate strategies to ELA teachers for differentiating instruction for the various EL proficiency levels.</li> <li>➤ Monitor ELA progress of EL students through on-going curriculum embedded assessments (benchmark assessments).</li> <li>➤ Report status of intervention programs, including scheduling, staffing, and student progress through bi-annual reporting of each site's Single Plan for Student Achievement.</li> <li>➤ Analyze CST results to determine student progress and the impact of core and intervention programs.</li> <li>➤ Continue analysis of EL student achievement in ELA through the district's cycle of continuous improvement:             <ul style="list-style-type: none"> <li>• In September, Superintendent Reports on Success Indicators from previous year; Board makes adjustments resulting from CST results for upcoming year.</li> <li>• In fall, principals focus on successes in meeting their SMART goals based on STAR; new strategies are developed and shared.</li> </ul> </li> </ul>	<p>At least monthly 2010-11</p> <p>Discuss quarterly 2010-11 Quarterly 2010-11</p> <p>Benchmark Assessment reviews-3x a year Bi-annually 2010-11</p> <p>August 2010</p>	<ul style="list-style-type: none"> <li>➤ TOSAs</li> <li>➤ Principals</li> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Principals</li> <li>➤ ELD Specialists</li> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ ELD Specialists</li> <li>➤ Teachers</li> <li>➤ Principals</li> <li>➤ Asst. Supt. Of Curriculum and Instruction</li> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Director of Pupil Personnel</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>additional funding other than staff time</p>	
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<ul style="list-style-type: none"> <li>• In February, Board reviews and updates Success Indicators as mid-year Internal benchmark data is received.</li> <li>• In March, Board meets with staff to review process prior to Goal Setting workshop.</li> <li>• In March, Cabinet provides Board with data-driven areas of focus.</li> <li>• In March, Board confirms District goal and drafts new Success Indicators based in part on areas of focus identified by Cabinet.</li> <li>• Board finalizes Success Indicators for upcoming year and staff develops budget to reflect resources needed to achieve Success Indicators.</li> <li>• In May/June, School Site Councils use District Success Indicators to develop their Site Plans.</li> <li>• In June, Principals summarize success in implementing strategies and action plans in support of SMART goals during current school year.</li> </ul> <p><b>B. Provide structured CAHSEE support for EL students to prepare them for the CAHSEE.</b></p> <ul style="list-style-type: none"> <li>➤ Identify EL students in need of CAHSEE support.</li> <li>➤ Provide CAHSEE prep class that targets specific areas of need.</li> <li>➤ Provide regular times for classroom teacher(s), counselors, and CAHSEE support team to meet to discuss student progress.</li> </ul>				
	<p>After CAHSEE administration</p> <p>Each semester and summer school</p> <p>At least once a semester</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Inst.</li> <li>➤ Teacher on Special Assignment</li> <li>➤ Principals</li> <li>➤ Counselors</li> <li>➤ CAHSEE Team</li> <li>➤ Teachers</li> </ul>	<p>CAHSEE funding</p>	



Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</b></p> <p><i>Objective: CUSD will identify and support appropriate professional development opportunities that target research based professional development strategies and activities.</i></p> <p><b>A. Provide high quality instructional strategies training to district teachers.</b></p> <ul style="list-style-type: none"> <li>➤ ELD Specialists will provide coaching and demonstration lessons to classroom teachers to enhance the instructional program by providing teachers with the strategies necessary to provide high quality instruction.</li> <li>➤ Based upon available funding, each project year, the district will continue to identify and target professional development opportunities and make them available to teaching staff.</li> <li>➤ Recommended professional development opportunities for 2010-11 will target               <ul style="list-style-type: none"> <li>✓ Differentiation Strategies</li> <li>✓ Effective instructional strategies for ELs (Kinsella, Archer)</li> <li>✓ Long Term ELs</li> <li>✓ Student engagement and interdependent interaction</li> <li>✓ Correlation of ELD standards to ELA standards</li> </ul> </li> </ul>	<p>Provide monthly opportunities to teachers</p>	<ul style="list-style-type: none"> <li>➤ Assistant Supt. of Instructional Services</li> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ ELD Specialists</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>No funding required other than staff time</p> <p>EIA - \$2,500 Title II - \$3,000 Tier III Site Categorical Resources (individual sites plan for professional development resources based upon their SPSA)</p>	

<p><b>B. Provide professional development on CELDT and ELD</b></p> <ul style="list-style-type: none"> <li>➤ ELD Specialists will provide teachers with information regarding student performance on the CELDT.</li> <li>➤ A committee of teachers will identify targeted ELD instruction resources to support the teaching of the district's identified essential ELD standards,</li> <li>➤ ELD Specialists will work with classroom teachers on effective instructional delivery practices in ELD via lesson development, modeling, feedback from observations and coaching.</li> </ul>	<p>Bi-annually Fall 2011 Spring 2012 June 2010</p> <p>Monthly 2009-10 and each year</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ ELD Specialists</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>No funding required other than staff time Title II - \$1,500</p> <p>No funding required other than staff time</p>	
<p><b>C. Provide professional development/support on reading interventions</b></p> <ul style="list-style-type: none"> <li>➤ Purchase and train staff in Read 180 at 6-8 grade level.</li> <li>➤ Provide training on using reading and language assessment data to determine student reading instructional need.</li> <li>➤ Provide training on using the district-adopted intensive intervention materials.</li> <li>➤ Develop plan to provide training on differentiating instruction.</li> <li>➤ Implement plan for ongoing training on differentiated instruction</li> </ul>	<p>Spring 2010</p> <p>2010-2011, beginning in fall</p> <p>Spring 2010 2010-2011</p> <p>Spring 2010</p> <p>2010-2011</p>	<ul style="list-style-type: none"> <li>➤ Director of Pupil Personnel</li> <li>➤ Teacher on Special Assignment</li> </ul>	<p>Title I ARRA- \$152,100</p> <p>Title II: \$2,500</p> <p>No funding required other than staff time</p>	
<p><b>D. Provide professional development/support on mathematics instruction</b></p> <ul style="list-style-type: none"> <li>➤ Teacher leadership meetings to plan for support and training of K-5 teachers with new math text</li> <li>➤ 8 half day release days for K-5 grade level leaders from each site to participate in math training and support for new math text.</li> </ul>	<p>Sept/Oct 2009</p> <p>Sept-May 2009-10</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ K-5 Facilitators</li> <li>➤ Mathematics</li> </ul>	<p>Title II: \$900</p> <p>Title II: 4K</p>	

<ul style="list-style-type: none"> <li>➤ Quarterly 6-8 math PLC meetings to participate in math training and support for new math text.</li> <li>➤ Getting Ready for Algebra training sponsored by SDCOE for district math leadership team.</li> <li>➤ Implementation of professional development component of math strategic plan that will be developed during the 2009-10 school year.</li> </ul>	<p>Sept-May 2009-10</p> <p>October 2009</p> <p>2010-2011</p>	<ul style="list-style-type: none"> <li>➤ department chairpersons</li> <li>➤ K-12 Math Articulation Leadership Team</li> <li>➤ Principals</li> <li>➤ Teachers</li> </ul>	<p>No funding required</p> <p>Title II: \$800</p> <p>TBD</p>	
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Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</b></p> <p><i>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.</i></p> <p><b>A. Provide clear and timely communication.</b></p> <ul style="list-style-type: none"> <li>➤ While a translation policy is outlined in the District’s Master Plan for English Learners, more work is needed to identify who should be providing translation services for SSTs, IEPs, and other district meetings.</li> <li>➤ Continue to populate translated resources in the district’s Public Folders available in Outlook</li> <li>➤ Continue to provide all parents of English Learners with a document (with detailed explanation) that delineates their student’s current CELDT and CST scores as well as their program placement.</li> <li>➤ Continue to target the Language Assessment Center as the district resource for fielding parents’ questions.</li> </ul>	<p>2009-2010</p> <p>On-Going</p> <p>Fall and Spring of each year</p> <p>On-going</p>	<ul style="list-style-type: none"> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Director of Pupil Personnel</li> <li>➤ Director of Personnel</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ ELD Specialists</li> <li>➤ Admin Asst. to Lang. Assess. Ctr.</li> </ul>	<p>Hourly non-instructional rates of pay for oral and written translations from EIA, ELAP, CBET, Special Ed, general fund</p> <p>Approximate Cost for 09-10 = \$2,500</p>	

<p><b>B. Provide opportunities for parents to participate in site and district advisory roles and to be informed of</b></p> <ul style="list-style-type: none"> <li>➤ Continue to provide opportunities for parents to participate in decision-making related to site and district initiatives, i.e. school plan development through ELAC, DELAC, and Site Council involvement</li> </ul>	<p>6 meetings each year for ELAC and 4 meetings each year for DELAC</p>	<ul style="list-style-type: none"> <li>➤ ELD Specialists</li> <li>➤ Principals</li> </ul>	<p>No funding required</p>	
<p><b>C. Provide relevant training</b></p> <ul style="list-style-type: none"> <li>➤ Continue to provide ESL information about opportunities to parents of EL students. (i.e. Sed de Saber, Adult Ed, community college.)</li> <li>➤ Expand literacy night opportunities available at various district school sites.</li> <li>➤ Funding permitting, continue to offer programs like “Pasaporte al Exito” [Passport to Success] to parents of secondary students.</li> <li>➤ Funding permitting, continue to partner with the City of Carlsbad to offer “Proyecto de Padres” [Parent Project], a program designed to help parents manage difficult behavior problems and prevent violence as well as drug and alcohol use.</li> <li>➤ Partner with school site PTAs, PTOs, or Foundations to provide translating services for EL parents to access training on topics such as homework, behavior, internet safety, college readiness, a-g requirements, etc.</li> </ul>	<p>Fall and Spring</p> <p>Quarterly</p> <p>Spring 2010</p> <p>Fall and Spring 2009-2010</p> <p>Monthly or quarterly, depending upon site</p>	<ul style="list-style-type: none"> <li>➤ Adult Ed administrator</li> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Principals</li> </ul>	<p>Adult Education, CBET, Tier III categorical funding at site and district levels</p> <p>Approximate Cost for 09-10 = \$8K</p>	
<p><b>E. Promote continuous improvement in parental involvement.</b></p> <ul style="list-style-type: none"> <li>➤ Conduct annual parent surveys and use the results to amend policies and practices to improve parent involvement and student achievement.</li> </ul>	<p>Spring 2010</p>	<ul style="list-style-type: none"> <li>➤ Directors Curriculum and Instruction</li> <li>➤ Principals</li> </ul>		

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p><b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b></p> <p><b><i>As of June 2010 the district was notified that this is no longer applicable as CUSD will no longer be receiving Title III Immigrant Funds.</i></b></p> <p>The original LEA Plan was submitted July 2003. Since that time, the demographics, student needs, and program implementation have changed to meet the needs of the students. An updated LEA Plan, that reflects the findings and recommendations of the Improvement Plan Addendum (IPA) will be submitted to the local Governing Board for approval in February 2010, and will be updated annually in September of each year to be in alignment with the district's Continual Cycle of Improvement. What is the foundation for the LEA Plan is the following:</p> <p><u>Goals and Objectives</u>            Carlsbad Unified School District's English Language Learner Program Report describes how the district implements programs and services to support English Learners. The report presents process and outcome data that illustrate program strengths and areas of needed improvement.</p> <p>The goals and objectives of the District Program for English Learners remain the same as outlined in the LEA Plan and are:</p> <ul style="list-style-type: none"> <li>• English Learners will become proficient in English;</li> <li>• English Learners will reach high</li> </ul>	<p>February 2010</p> <p>September 2010 and each September after that.</p>	<ul style="list-style-type: none"> <li>➤ Assistant Supt of Instructional Services</li> <li>➤ Directors of Curriculum and Instruction</li> <li>➤ Teacher on Special Assignment (TOSA)</li> <li>➤ English Language Development Specialists</li> <li>➤ Site Principals</li> <li>➤ Classroom Teachers</li> </ul>	<p>N/A</p>	

<p>academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics;</p> <p><u>Evaluation of Student Progress</u>  Progress in English language proficiency is measured annually by progress on the CELDT and through attainment of the California English language Development standards.</p> <p>Progress in academic achievement is measured annually through the California CST scores, CAHSEE passage rate, reclassification rate, and graduation rate. Expected levels of achievement for English Learners are delineated in the district's "Catch Up" Plan.</p>				
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**Section 5: Title III Local Educational Agency Improvement Plan Addendum Reader Checklist <sup>2</sup>**

To be completed by LEA

<p><b>Name of LEA:</b> Carlsbad Unified School District  <b>City:</b> Carlsbad  <b>LEA CDS Code:</b> 37-73551  <b>Region #:</b> 9</p>	<p><b>Contact Person:</b> Lucy Haines                  Director Curriculum &amp; Instruction  <b>Telephone:</b> (760) 331-5019  <b>E-Mail:</b> lhaines@carlsbadusd.net</p>
<p><b>Number Enrolled :</b>      <b>TIII Funding amt.:</b>  <b>EL</b>                    _____      <b>\$ 88,161</b>  <b>Immigrant</b>        _____      <b>\$ 18,905</b>  <b>Total LEA</b>        _____      <b>\$107,066</b></p>	<p><b>Program Improvement:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>  <b>If yes, how many years in PI</b> _____  <b>Consortia:</b>                              Yes <input type="checkbox"/> No <input type="checkbox"/></p>
<p><b>Reason for Identification</b>  <b>Did not meet in 2007-08:</b>                   AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> X-ELA <input type="checkbox"/> Math                  Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>	<p><b>Reason for Identification</b>  <b>Did not meet in 2008-09:</b>                   AMAO 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> X-ELA <input type="checkbox"/> Math                  Participation Rate: <input type="checkbox"/> ELA <input type="checkbox"/> Math</p>
<p><b>Results (tools) Attached:</b>                  X ELSSA  <input type="checkbox"/> Academic Program Survey (APS)  <input type="checkbox"/> District Assistance Survey (DAS)  <input type="checkbox"/> Inventory of Services and Supports (ISS)</p>	
<p><b>Date submitted:</b> January 30, 2010</p>	<p><b>Date Reviewed:</b></p>

<sup>2</sup> For technical assistance purposes only. Developed by the Language Policy and Leadership Office, California Department of Education, Sacramento, CA. September 2005, revised November 2009.

CALIFORNIA DEPARTMENT OF EDUCATION  
TITLE III LOCAL EDUCATIONAL AGENCY IMPROVEMENT PLAN ADDENDUM  
SUBMISSION FORM

Local Educational Agency (LEA) Plan Information:

Name of LEA: Carlsbad Unified School District

County District Code: 37-73551

Address: 6225 El Camino Real City: Carlsbad Zip Code: 92009

Contact Person:

Any inquiries concerning this plan should be directed to the attention of:

Lucy Haines Director Curriculum and Instruction  
*Print Name* *Title*

Phone: (760) 331-5019 Fax (760) 331-6951 E-Mail: [lhaines@carlsbadusd.net](mailto:lhaines@carlsbadusd.net)

Signatures:

\_\_\_\_\_  
Signature of Superintendent      Dr. John A. Roach  
Printed Name of Superintendent      1-13-2010  
Date

\_\_\_\_\_  
Signature of Title III Director      Lucy Haines  
Printed Name of Title III Director      1-13-2010  
Date

Please submit by Friday, January 15, 2010 to: [TIIIY2@cde.ca.gov](mailto:TIIIY2@cde.ca.gov)