

District Name: Capistrano USD

CD Code: 30-66464

**LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM**

**The Elementary 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 Plan Addendum template to address the items below. Type your responses in the expandable text boxes.**

Please submit your completed Addendum by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) no later than January 13, 2011, is required to:

- 1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassessmentpl.asp">http://www.cde.ca.gov/ta/ac/ti/stateassessmentpl.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ol style="list-style-type: none"><li>1. Failure to reach ELL goals consistently from year to year<ul style="list-style-type: none"><li>• Poor understanding of individual student data and need to address ELL students individually and by ELL levels</li><li>• Clearer understanding of strategies by ELD level</li><li>• Lack of implementation of strategies for ELD 1 and 2 students consistently and effectively</li><li>• Insufficient monitoring the needs and progress of individual ELL's</li><li>• Lack of secondary intervention for EL's not achieving in the content areas</li></ul></li></ol>	Ed. Services Directors, Principals, Teachers 11/10-6/12	N/A	N/A	N/A

<p>2. 2009-10 AYP English Language Learner subgroup</p> <ul style="list-style-type: none"> <li>• Scored 38% proficient in ELA; an increase of 1% from 2008-09</li> <li>• Scored 44.4% proficient in Mathematics; an increase of 1.7% from 2008-09</li> <li>• Currently, the English learner subgroup is not meeting its AYP in ELA and Math</li> <li>• Need to increase the EL subgroup AYP in ELA 29% to reach the 67% proficiency rate in 2010-11</li> </ul>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>3. 2009-10 AYP Special Education subgroup</p> <ul style="list-style-type: none"> <li>• Scored 39.4% proficient in ELA; an increase of 2.2% from 2008-09</li> <li>• Scored 35.8% proficient in Mathematics which was the same in 2008-09</li> <li>• There is a need to increase the AYP of the special education subgroup in ELA 27.6%</li> <li>• For mathematics, there is a need to increase 31.5% to meet or exceed AYP</li> </ul>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4. Title III AMAO's September 2010 report indicates</p> <ul style="list-style-type: none"> <li>• AMAO 1 and 2 were met, however, AMAO 3 was not met.</li> <li>• AMAO 1 – 56.6% of students increased fluency levels and</li> <li>• AMAO 2 – 25.7% of students &lt; 5 years scored proficient; 47.5% of students 5 years or more scored proficient</li> <li>• AMAO 3 – 38% of students are proficient in ELA and 44.4 are proficient in Math.</li> </ul>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>5. Instructional Needs</p> <ul style="list-style-type: none"> <li>• Better understanding of how to teach EL students</li> <li>• Well-designed, clear, focused lessons are needed for first, best teaching and learning</li> <li>• Need consistent use of EL best practices in content area teaching</li> </ul>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<ul style="list-style-type: none"> <li>On-going professional development using peer coaching is needed</li> </ul>				
<p>6. Curriculum</p> <ul style="list-style-type: none"> <li>Ensure that all program components in ELA, math, and ELD are more effectively used to meet the needs of all students especially SWD and ELL's.</li> </ul>	Ed. Services Directors, Principals, Teachers 11/10-6/12	N/A	N/A	N/A
<p>7. Monitoring and Assessment</p> <ul style="list-style-type: none"> <li>Examination of the data accompanied with a plan to remedy deficiencies using common assessments, benchmarks, and State test results to drive instruction and focus resources for core curriculum and interventions.</li> <li>Diagnostic assessments will be used (DIBELS, PMAS, Keystone, Dev. Assess. Of Reading (DAR) for intensive and strategic students to identify learning needs.</li> </ul>	Ed. Services Directors, Principals, Teachers 11/10-6/12	N/A	N/A	N/A
<p>8. Student Placement EL's</p> <ul style="list-style-type: none"> <li>Need to place all EL's into ELD instruction according to the ELD levels</li> <li>Need to provide ELD daily. In middle school, ELD levels 1, 2, and low 3 students will be placed in two periods of ELD/ELA instruction for 2010-11. Placement decisions are guided by CPM, District policy, and the EL Master Plan.</li> </ul>	Ed. Services Directors, Principals, Teachers 11/10-6/12	N/A	N/A	N/A
<p>9. NCLB highly qualified teacher requirements</p> <ul style="list-style-type: none"> <li>All teachers meet NCLB HQT requirements.</li> <li>Teachers plan to complete the requirement by September 2012.</li> </ul>	Personnel, Principals, Teachers 11/10-6/12	N/A	N/A	N/A

**2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).**

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at <a href="http://www.cde.ca.gov/ta/ac/ea/aypreports.asp">http://www.cde.ca.gov/ta/ac/ea/aypreports.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>English Learners</b></p> <p>1.AMAO 1 –District-wide the goal was met (56.6%). Each school will meet the required goal for 2010-11 of 56% to achieve the annual growth target on CELDT.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>2.AMAO 2 – AMAO 2 was met across the district.For the &lt;5 years cohort, the district-wide goal was met (25.7%) and CUSD will meet the 2010-11 goal of 21.1% on attaining English proficiency on the CELDT. For the 5 years or more cohort, the district-wide goal was met (47.5%) and CUSD will meet the 2010-11 goal of 45.1% on attaining English proficiency on the CELDT.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>3.AMAO 3 – In 2009-10, the target for ELA was 56%. EL's scored 38%. In math, the target was 56.4% and EL's scored 44.4%. The district will increase its AYP for EL's in language arts by 29% to meet the 67% target for 2010-11. The district will increase its AYP for EL's in math by 22.9% to meet the 67.3 target for 2010-11.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4.API –English Learners grew 10 points to 713. The 2010-11 goal is 87 points to reachthe state benchmark of 800.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Students With Disabilities</b></p>				

<p>5. In 2009-10, the target for ELA was 56%. Students with disabilities scored 39.4%. In math, the target was 56.4% and Students with Disabilities scored 35.8%. The district will increase its AYP for Students with Disabilities in language arts by 27.6% to meet the 67% target for 2010-11. The district will increase its AYP for Students with Disabilities in math by 31.5% to meet the 67.3 target for 2010-11.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>All Subgroups</b> 6. Participation Rate – The participation rate needs to be maintained at least 95% for all subgroups which the district has met.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <b>Data</b> – Continue to use the data retrieval system that includes STAR, CELDT, and CAHSEE information to drive decision making for placement, curriculum and instruction <u>on a weekly basis</u> at site level meetings and at the district level. (CUSD Strategic Plan Objective 3.1.2 and 3.2.3)</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>System  AA and Subs for training</p>	<p>Existing/New  \$40,000</p>	<p>Microsoft Vouchers  Title 1</p>
<p>1a. Secondary Language Arts TOSA and Educational Technology TOSA &amp; other existing District TOSAs will support sites with data analysis and curriculum and instructional strategies during PLC meetings <u>on a monthly basis</u>.</p>	<p>TOSA's, Teachers, Principals 11/10-6/12</p>	<p>Secondary ELA TOSA &amp; Technology TOSA  Other TOSAs</p>	<p>\$200,000  Existing</p>	<p>Title 1, Title 1 ARRA</p>
<p>1b. Special Education teachers participated in Needs</p>	<p>Special Education</p>	<p>5 TOSA's</p>	<p>\$500,000</p>	<p>IDEA ARRA</p>

Assessment conducted by TOSA's	Teachers, TOSA's				
2. <b>Standards</b> – Provide training in ELA and Math frameworks and standards on an ongoing basis to teachers during PLC time. (CUSD Strategic Plan Strategy 3.1)	Ed. Services Directors, Principals, Teachers 11/10-6/12	Sub costs @ \$110.00/day Consultants	\$54,000 \$10,000	Title 1 and Title II	
2a. TOSAs will provide Fast Math & Fraction Nation training.	Staff Dev. Director Math TOSAs 2/2011	Sub Costs @ \$110.00/day Consultants	\$50,000 \$8,000	Title I Set aside Title II Title II	
2b. TOSAs will provide math training in number sense from an expert in the field.	Staff Dev. Director Math TOSAs 3/2011	Sub Costs @ \$110.00/day Consultant	\$50,000 \$12,000	Title II Title II &/or Title I Set aside	
2c. TOSAs will provide DIBELS Next training to K-2 teachers.	Staff Dev. Director ELA TOSAs 9/2011	AA @ \$35.00/hr.	\$25,000	Title II &/or Title I Set aside	
3. <b>Curriculum</b> – Provide training in Keystone for more effective use of all program components in 6-12 <sup>th</sup> grade supplemental language arts intervention. Focus on phonics, academic vocabulary, oral fluency and comprehension. - (CUSD Strategic Plan Objectives 3.1.1 and 3.1.5)	Ed. Services Directors, Principals, Teachers 9/11	AA @ \$35.00/hr. TOSA's	\$5,000 Existing	Title III EIA	
3a. TOSAs to create a Keystone Curriculum PLC to meet on a bi monthly basis to discuss the materials, assessment & to analyze data from student work.	TOSAs Keystone Teachers 11/11-6/12	AA @ \$35.00/hr.	\$3,000	EIA	
3b. Special Education Curriculum Matrix was developed to assist teachers in selecting appropriate materials for students.	Special Education staff, TOSA's 10/11	TOSA's	\$0	Already noted	
4. <b>Instructional Needs</b> – Best practice and peer coaching initiative to increase understanding of teaching strategies especially for EL students in content areas using SDAIE, direct instruction, and SIOP. (CUSD Strategic Plan Objective 3.1.5)	Ed. Services Directors, Principals, Teachers 11/10-6/12	AA @ \$35.00/hr. /Subs @ \$110.00/day Consultant TOSA's	\$150,000 \$90,000 \$0	EIA/Title 1 EIA/Title 1 Already noted	

4a. Admin, Teachers & TOSAs will get training in SIOP at least 2 times per year for specific grade level spans, K-5 and 6-12.	Ed. Services Dirs. Principals, Teachers, TOSAs, Consultant 9/11-6/12	Subs @ \$110.00/day Consultant TOSAs	Already noted	Already noted
4b. TOSAs will provide PD at the site level & will customize the SIOP to the needs of the site during prep periods and/or PLC times.	Teachers, TOSAs, Principal 11/11-6/12	TOSAs	Already noted	Already noted
4c. Admin, Teachers & TOSAs will receive training in peer coaching & will have the opportunity to observe instruction in classrooms & will engage in reflective conversations regarding best practice at least 6 times each year.	Teachers, TOSAs, Principal, Consultant 10/11-6/12	TOSAs Consultant AA@ \$35.00/hr./sub time @ \$110/day	Already noted	Already noted
5. Lesson Planning – Provide training on well-designed, clearly focused lessons for first best instruction and learning using SIOP two times per year. (CUSD Strategic Plan Strategy 3.1)	Ed. Services Directors, Principals, Teachers 11/10-6/12	AA@ \$35.00/hr., Consultant, TOSAs	Already noted	Already noted
5a. TOSAs to work with site level teacher teams on a monthly basis in clearly focused lessons.	TOSAs Teachers	TOSAs AA @ \$35.00/hr.	Already noted	Already noted
5b. TOSAs to provide site level teacher teams with support by demonstrating best practices in demo lessons, sharing of video from other classrooms and research from SIOP.	TOSAs Teachers	TOSAs AA@ \$35.00/hr.	Already noted	Already noted
6. Peer Coaching – TOSA's and site teacher teams will pre-plan, observe, and discuss lessons and best practices (ie.SIOP) to improve practice and sustain the initiative at least four times each year. - (CUSD Strategic Plan Objective 3.1.5)	Ed. Services Directors, Principals, Teachers 11/10-6/12	AA @ \$35.00/hr., Subs TOSAs	Already noted	Already noted
6a. Elementary Special Education teachers participate in job alike meetings on a weekly basis to share student data and to collaborate on best practices for SWD.	Special Education Teachers TOSAs 10/11-6/12	TOSAs	Already noted	Already noted

<p><b>7. Monitoring</b> – Progress monitor EL’s on a semester basis in intervention classes such as Keystone to ensure that deficits do not accumulate and students are properly placed. (CUSD Strategic Plan Objective 3.1.2)</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>Director, Curriculum and Instruction, TOSAs</p>	<p>Already noted</p>	<p>Already noted</p>
<p>7a. Curriculum Director will meet with Assistant Superintendent, Education Services at the end of the semester to share data &amp; plan for future student &amp; teacher placement.</p>	<p>Dir. Curriculum Asst. Superintendent, Ed. Services</p>	<p>None</p>	<p>Already noted</p>	<p>Already noted</p>
<p><b>8. Assessment</b> – Benchmark (at select sites) and state data will be analyzed by teachers and principals to drive instruction and focus resources on a quarterly basis. (CUSD Strategic Plan Objective 3.1.2)</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>8a. Lead Psychologist mentors School Psychologists in formative assessments, data, and evaluation at monthly meetings.</p>	<p>Special Education staff 11/10-6/12</p>	<p>School Psych.</p>	<p>\$100,000</p>	<p>IDEA ARRA</p>
<p><b>9. District Monitoring</b> – District and site administrators and TOSA’s will conduct peer coaching classroom visitations on a weekly basis. (CUSD Strategic Plan Objective 3.1.2)</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>TOSAs</p>	<p>\$0</p>	<p>Already noted</p>
<p>9a. Executive Director, Special Education meets monthly with Assistant Principals and Department Chairs.</p>	<p>Exec. Director, Special Ed., AP’s, Dept. Chairs 11/10-6/12</p>	<p>None</p>	<p>Already noted</p>	<p>Already noted</p>
<p><b>10. External Assistance</b> – OCDE, Action Learning Systems (ALS), and SIOP Consultants will provide technical assistance and support for district program improvement through principal walkthroughs, SIOP, Direct Interactive Instruction, ELD and PI trainings, and additional resources on an “as needed” basis throughout the plan cycle. (CUSD Strategic Plan Objective 3.2.1)</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>OCDE ALS SIOP</p>	<p>\$25,000 \$20,000 \$0</p>	<p>EIA Title 1, Title 1 ARRA Already noted</p>



**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions and how they will be supported. (See full implementation statements 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/stateassessment.asp">http://www.cde.ca.gov/ta/ac/ti/stateassessment.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>Best First Instruction</b> (Strategic Plan Pillar 3)</p> <p>1. <b>Multi-Year Plan</b> – A multi-year plan has been designed so that all principals and teachers in grades K-12 will be trained in SIOp and peer coaching. See attachment for detailed plan named, “The ADD Initiative” (Appendix A). (CUSD Strategic Plan Objective 3.1.5)</p>	Ed. Services Directors, TOSA’s, Principals, Teachers, Consultant 11/10-6/12	Subs @\$110/day,	Already noted	Title 1, EIA
<p>2. <b>Alignment of Program Plans</b> – CUSD’s Title III IPA, LEA Plan Addendum, and Significant Disproportionality Plan are aligned with the district’s Strategic Plan and LEA Plan (Appendix B).</p>	Ed. Services Directors 11/10-6/12	N/A	N/A	N/A
<p>3. <b>Training</b> – A cohort of 200 teachers from 21 school sites will participate in ADD Initiative and will receive SIOp training through a peer coaching model with administrator, teacher leaders, and cohort group. (CUSD Strategic Plan Objective 3.1.5)</p>	Same as above	Already noted	Already noted	Already noted
<p>4. <b>Monitoring and Support</b> – Principals, TOSA’s and teacher leaders provide the primary impetus for directing and monitoring SIOp implementation at the school site through classroom walkthroughs, lesson design discussions and data analysis in a collaborative approach. (CUSD Strategic Plan Strategy 3.2)</p>	Principals, TOSA’s, Teachers, Consultant 11/10-6/12	TOSA’s	Already noted	IDEA ARRA
<p>4a. TOSA’s met with Special Ed. teams to review guidelines for use of California Modified Assessment and accommodations/modifications for testing.</p>	TOSA’s, Sp. Ed. Teams 10/10	Already noted	Already noted	Already noted
<p><b>Systematic ELD and EL Frontloading</b></p>	Ed. Services	Curriculum	\$160,000	Title III

<p><b>5. Curriculum</b> – New curricular resources in grades 6-12 were purchased to address the learning needs of EL's, SWD's and at-risk students. (CUSD Strategic Plan Strategy 3.1)</p>	<p>Directors, Principals, Teachers 11/10</p>	<p>(Keystone, Read 180)</p>	<p>\$40,000 \$5,000</p>	<p>IMFRP Title 1</p>
<p><b>6. Grade level/Department Chair meetings</b> – Articulation and Collaboration for Excellence (ACE) time/PLC is allocated to discuss student achievement in ELD as measured by common assessments and benchmarks. Principals, administrators, and TOSA's will provide protocols to discuss student results. (CUSD Strategic Plan Strategy 3.2)</p>	<p>Principals, Teachers, Administrators, TOSA's 11/10-6/12</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>7. All teachers including special education teachers in grades K-12 will hold SDAIE/ELD certification/authorization district-wide by 2012.</p>	<p>Personnel, Principals, Teachers 11/10-12/20/2011</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

<p>Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. (See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassessmentpi.asp</a>.)</p>	<p>Persons Involved/Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Professional development areas were identified based on the analysis of test data, feedback from the District Assistance Survey (DAS), and district strategic plan goals based on input from a variety of stakeholders. (The following support CUSD Strategic Plan Objective 3.1.5) 1. Positive Behavioral Interventions and Supports (PBIS) to implement effective schoolwide academic and behavioral practices as part of the Response to Intervention plan.</p>	<p>Ed. Services Directors, Principals, Teachers 11/10-6/12</p>	<p>Subs/AA/Contract Materials</p>	<p>\$72,000 \$3,000</p>	<p>Title 1 SLIBG</p>
<p>2. Staff will be provided DII, Open Court, enVision, and</p>	<p>Principals, Teachers</p>	<p>Subs</p>	<p>\$100,000</p>	<p>Title 1</p>

other English-language arts and math training as needed. Substitute costs may be included in some trainings.	11/10-6/12	@\$110/day, contracts		
3. Administrators and staff will complete SIOP and peer coaching.	Ed. Services Directors, Principals, Teachers 11/10-6/12	SIOP Breakthrough Coach	Already noted \$3,150	EIA, Title 1 Title 1
4. State Assessment Tools such as DAS, APS, ELSSA, and ISS will be completed to assist with needs assessment and gap analysis.	Ed. Services Directors, Select Prin., Tchrs., and Parents	Substitutes and AA @ \$41.00/hr.	\$100,000	IDEA ARRA Title 1
5. Special Education professional development will include Capistrano Autism Training (CAT) for Autism Certificate Program, Special Education Clear Credential program, Secondary SH Teacher training, Gail Nugent IEP Meeting and Compliance training, and Hughes Bill training. In addition, TOSA's will meet with teams to review IEP meeting components and legal mandates.	Special Education staff 11/10-6/12	Subs @ \$110/day, AA @ \$41.00/hr., Stipends	\$23,300	IDEA, IDEA ARRA
6. Offer smaller scaled workshops including but not limited to writing, classroom management, and peer coaching incorporating technology for discussion which will contribute to a district-wide professional learning community.	TIS, Ed. Services Directors	Technology-related expenditures TBD	\$25,000	Title 1
7. Investigate different technologies to meet the needs of goal 6 (above).	TIS, Ed. Services Directors	See above	See above	See above
8. School visits to outside districts to learn about best practices and innovations.	Principals, Teachers	Subs \$ \$110/day	\$1,000	Title 1

**6. English Learners**

- a. **Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address item 6.**

**Title III Local Educational Agency Improvement Plan Addendum Sample Outline<sup>1</sup>**

**Directions:** *Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of the IPA (in Microsoft Word format) to their Title III Regional Lead and to CDE at [TIIIY2@cde.ca.gov](mailto:TIIIY2@cde.ca.gov).*

The CUSD Title III Improvement Plan Addendum on the following pages was written and approved in 2009. It will be revised again in 2011-2013.

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<sup>1</sup> This sample outline was developed by the Language Policy and Leadership Office, California Department of Education, November 2009. It is to be used for technical assistance purposes only.

**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 and problems found.**

The Capistrano Unified School District (CUSD) has not met AMAO 3 (in ELA) for 2 consecutive years, 2007-08 and 2008-09. In addition, CUSD has not met AMAO 3 (in Math) for 2008-09. The EL subgroup demonstrated growth between these years yet it was not enough to meet the targets in both ELA and Math.

CELDT data analysis reveal that the percentage of CUSD EL students at the Beginning, Early Intermediate, Intermediate, and Early Advanced/Advanced: Not English Proficient meeting the AMAO 1 growth target is significantly lower than the state averages at meeting the growth target for those levels.

In analysis of CELDT data based on length of time in our district, 44% of the EL students have been in the EL program 6 or more years. Of this group 43% of the EL students are at the Intermediate level and 47% are at the Early Advanced or Advanced levels. In addition, the makeup of the EL subgroup shows that 45% of the EL students in the district are at the Intermediate level and 36% are at the Early Advanced or Advanced levels.

CST Data Analysis:

CST/ELA data for Intermediate level EL students show that the majority of the intermediate EL students (73%) score at the Basic and Below Basic level on the CST/ELA. Another point noted is that as the grade levels increase, the intermediate students' performance on the CST/ELA moves lower to the Basic, Below Basic and Far Below Basic performance levels.

CST/ELA data for English proficient students (as defined by the CELDT) show a significant drop in the performance in grade 5 and is maintained at this lower level through grade 8. The majority of the EL students measured on this table perform at the Basic level. Our reclassification criteria require that EL students perform at the mid-point of Basic (325). As the data show, 23% of EL students performing as English proficient on the CELDT score at the Below Basic and Far Below Basic and 48% perform at Basic on the CST/ELA.

CST/ELA data for Reclassified EL students show that the majority of CUSD reclassified EL students perform at the Proficient (43%) or Advance (30%) levels on the CST/ELA. According to this data, 73% of the EL students that meet the district's reclassification criteria perform at the Proficient or Advanced level on the CST/ELA.

CST/Math data for Intermediate level EL students show that as the grade levels increase, intermediate EL students perform at Basic and increasingly at Below Basic. Few EL students are represented in the Grade 8 Algebra CST. There is also a significant decline in performance of Intermediate level EL students from grade 5 (Basic and Below Basic) to grade 6 (Below Basic and Far Below Basic).

CST/Math data for English proficient students (as defined by the CELDT) show a significant drop in performance at the 5th grade level and remains at this lower level from grades 6 through 8. The majority of EL students at the English proficient level are performing at the

Basic level (34%) or Proficient level (26%).

CST/Math data for Reclassified EL students show that at the fifth grade level, RFEP students performing at the Below Basic level in CST/Math increases. Also significant, the data show that 70% of the district's EL students that meet the reclassification criteria, perform at the Proficient and Advanced levels on the CST/Math.

CAHSEE Analysis:

The CAHSEE data show that 36% of EL students pass the CAHSEE-ELA and 48% pass the CAHSEE-Math. Of the EL students measured, only 5% score as proficient on the ELA portion of the CAHSEE and 10% on the Math portion of the CAHSEE.

Of the Reclassified EL students, 95% pass the ELA portion of the CAHSEE and 65% perform at Proficient level. In mathematics, 94% pass the CAHSEE and 66% perform at Proficient level.

**B. Strengths and weaknesses of current plan.**

The Strengths of the Title III LEA Plan include the following: 1. Delineation of supplemental services targeted for EL students: supplemental programs before/after school, intervention programs within the school day, and support programs during summer school/intervention. 2. Development of interventions for EL students who are not making adequate progress. 3. Professional development and coaching in ELD/ELA and content area instruction utilizing Project GLAD. 4. Improvement of a district-wide relational database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress towards benchmarks. 5. A strong system of ELD Advisors and monitoring systems at each school site to examine the academic achievement of its EL students and Reclassified students (monitored for 2 years or more) in the subject areas of ELD, ELA, and math. 6. District level administration collaboration with school sites to monitor EL programs, three times per year at the secondary level and two times per year at the elementary level. 7. Plans for systematic communication and evaluation when a school site does not meet annual yearly progress. 8. CUSD describes steps to be taken to encourage and promote broad involvement of the parents of EL students and the community. 9. Availability of embedded collaboration time (ACE).

The Weaknesses of the Title III LEA Plan result from the lack of (or partial) implementation of the actions delineated in the plan. Although CUSD clearly identifies the needs of EL students and specifies actions to be taken, we have partially implemented the steps described in the plan. As a district we have begun the building of an RtI plan to follow when CUSD students do not meet adequate yearly progress. Further articulation is needed to build the systems and procedures to place the plan into action. It will be necessary to clearly articulate the steps for EL students within this plan. The district has also had a partial implementation of supplemental services described in the LEA plan and currently it is sporadic, with some sites providing additional support before/after school that are accessible to EL students. Professional development has been extensive, especially in Project GLAD (Guided Language Acquisition Design), in the past as well as follow-up sessions within the professional learning communities at individual school sites. Yet, continued support and development of professional development opportunities has declined. CUSD expresses the need for collaboration and review of EL students' progress at each school site yearly to ensure EL students are meeting adequate yearly progress. Further development is needed of the systems to follow when individual school sites do not meet the annual yearly progress goals to examine the program design and implementation at the school site. Finally, although the district has taken great steps to encourage and facilitate parent

involvement, more needs to be done to foster parent involvement at individual school sites, beginning with support for ELACs.

**C. Identify and describe factors contributing to failure to meet AMAOs.**

1. Through analysis of CELDT data and the use of the ELSSA, (DAS, and the APS), large portions of CUSD EL students have been in the program 6 years or more. In addition, a large portion of CUSD EL students that have been in the district for 5 years are at the Intermediate level. These results show a lack of clearly articulated goals for EL students across the district. The evidence of course offerings show that ELD courses vary across the district, sometimes including multiple levels of proficiency. In addition, there is a lack of clear articulation of the scope and sequence of these courses to ensure continuity and progression across the grade levels and proficiency levels. In general, administrators lack knowledge and strategies to guide change in this area. Finally, ELD teachers have expressed the need for updated and improved ELD materials that include development in all domains, listening, speaking, reading, and writing.
  2. According to school site ELD Advisor interviews and feedback at monthly ELD Advisor meetings, EL students and reclassified students are struggling in mainstream content courses. Teachers have noted the need for language development objectives as well as content development objectives in content courses.
  3. As a result of the data analysis using the ELSSA tool, CUSD has determined that the lack of a clear and coherent intervention plan/model for EL students has impacted the academic achievement of the underserved EL students.
  4. Reflecting on the CUSD LEA plan, the district has fallen short of the professional development goals to support teachers of EL students. Continued support is needed for teachers working with EL students at the secondary level in content courses and struggling EL students. Continued support of SLOP instructional strategies is needed to continue addressing the needs of EL students.
  5. According to enrollment data, CUSD has experienced a continuing influx of newcomers EL students predominately at the secondary level. The district was ill-prepared to make adjustments to changes in our EL population. There is pattern in the increase of the newcomer EL student population starting at the fifth grade to the decrease in test scores at these levels.
  6. Finally, ELD Advisors have reported through monthly meetings and feedback forms that EL parent participation has been difficult to attain and maintain.
- D. Conclusion:** Based on quantitative and qualitative data we have reviewed, the CUSD leadership team believes the following areas of focus will be needed to improve our EL program and support our CUSD EL and reclassified students in reaching academic achievement goals. First, clearly articulate the scope and sequence of the EL program across the grade levels and appropriate materials to support the program. Second, develop and implement a clear and coherent intervention plan for EL students at their various levels of need. Third, provide continued support of professional development opportunities for all administrators and teachers of EL students. These areas of focus would include working with struggling EL students and focused content area SDAIE strategies. Further, professional development implementation will be supported by collaborative work through professional learning

communities at individual school sites. Finally, the district must work together to determine innovative ways of encouraging parent involvement at individual school sites that foster development for parents and support student achievement for their children.



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><b>OBJECTIVE:</b> <i>Clearly articulate the scope and sequence of the EL program across the grade levels and support it through appropriate SBE and District approved materials to support the program. The goal is to ensure that EL students have the necessary instruction based on student needs to successfully reclassify within a reasonable amount of time.</i></p> <p>(CUSD Strategic Plan Pillar 3: Academic Achievement and Enrichment)</p> <p><b>A. EL Department will clarify ELD instruction within the self-contained elementary classroom and within ELD courses of the departmentalized setting of the secondary level.</b> (CUSD Strategic Plan Strategy 3.1)</p> <ul style="list-style-type: none"> <li>Assess current EL program and its efficacy in helping students develop the necessary skills and abilities to be successful after reclassification.</li> <li>Determine and delineate expected goals for EL students at all levels based on current district data and research findings.</li> <li>Follow-through with monitoring procedures of EL students at the all levels and reclassified students to ensure student growth each year.</li> </ul>	<p>The timeline for the bulleted points under section 2A are: Jan. 2010-June 2011</p>	<p>The personnel responsible for section 2A are: *District Educational Services *Principals *Teachers *ELD Advisors</p>	<p>Funding for section 2A will be from: *EIA-ELAP (ELD Advisor Stipend-\$130,000)</p>	<p>Evidence of progress in section 2A will be obtained from: *ELD Advisor meeting agenda *Data Director</p>

<ul style="list-style-type: none"> <li>At the secondary level, coordinate SBE and district-adopted EL materials to meet EL program goals, skills and objectives.</li> <li><b>School sites will determine appropriate placement of EL students (with support from EL Department) based on language proficiency level to match the language development needs.</b></li> <li>All teachers will have language proficiency level information listed on rosters.</li> <li>EL Department and the district database system will provide teachers of EL students, site-based ELD advisors, and principals with current CELDT data.</li> <li>Principals and ELD advisors at the elementary level will certify elementary EL students are appropriately placed with authorized teachers.</li> <li>Principals, ELD advisors, and academic advisors at the secondary level will certify EL students are appropriately placed in ELD courses and with authorized teachers.</li> </ul>	<p>The timeline for the bulleted points under section 2B are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for section 2B are:</p> <ul style="list-style-type: none"> <li>*District Educational Services</li> <li>*Principals</li> <li>*Teachers</li> <li>*ELD Advisors</li> <li>*Academic Advisors</li> </ul>	<p>Funding for section 2B will be from:</p> <ul style="list-style-type: none"> <li>Title III</li> <li>*EIA &amp; ELAP stipend to ELD advisors</li> </ul>	<p>Evidence of progress in section 2B will be obtained from:</p> <ul style="list-style-type: none"> <li>*ELD Advisor meeting agenda</li> <li>*Data Director</li> </ul>
<p><b>C. The EL program scope and sequence will be clearly articulated for all grade spans identifying the components of effective ELD instruction.</b> (CUSD Strategic Plan Strategy 3.1)</p> <ul style="list-style-type: none"> <li>District-level administrators, school site administrators, ELD Advisors, and EL resource teachers will evaluate current curriculum and course offerings for EL students at elementary and secondary levels to establish continuity.</li> <li>ELD resource teachers and teachers of ELD courses will collaborate to identify the achievement indicators for each level of the EL program scope and sequence.</li> <li>District-level Administrators will establish clear guidelines regarding the appropriate amount of ELD minutes required in a core ELD program.</li> <li>At all levels, ELD Advisors at each school site along with EL resource teachers will provide</li> </ul>	<p>The timeline for the bulleted points under section 2C are:</p> <p>Annually -Fall Bi-annual Program Placement Reports (Fall &amp; Spring semesters)</p>	<p>The personnel responsible for section 2C are:</p> <ul style="list-style-type: none"> <li>*District Educational Services</li> <li>*Principals</li> <li>*Teachers</li> <li>*ELD Advisors</li> <li>*Library Media Specialist</li> </ul>	<p>Funding for section 2C will be from:</p> <ul style="list-style-type: none"> <li>*Title III</li> <li>*EIA &amp; ELAP stipend to ELD advisors</li> </ul>	<p>Evidence of progress in section 2C will be obtained from:</p> <ul style="list-style-type: none"> <li>*Class Rosters</li> <li>*Program Placement Reports</li> <li>*Master Schedules</li> <li>*Meeting agendas</li> <li>*Copies of communications,</li> </ul>

<p>support to classroom teachers in the inclusion of the effective components of ELD instruction.</p> <ul style="list-style-type: none"> <li>At all levels, EL students (beginning through advanced proficiency levels) will use district-adopted ELD program materials aligned to the EL program scope and sequence.</li> <li>At the secondary level, the district will purchase updated SBE and District approved ELD materials to support the effective components of ELD instruction.</li> </ul>	<p>January 2010 – June 2011</p> <p>January 2010 – June 2011</p>		<p>*IMFRP &amp; Lottery (new allocation) \$160,000</p>	<p>agendas</p> <ul style="list-style-type: none"> <li>*Collaborative Team Meeting agendas, coaching meeting log</li> <li>*Purchase Orders and inventories</li> </ul>
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA).</b> (AMAO 3; ELSSA)</p> <p><b>OBJECTIVE:</b> <i>All EL students will have access to appropriate and comprehensive Reading/LA instruction. In addition, the district will develop and implement a clear and coherent intervention plan for underserved EL students in Reading/LA.</i></p> <p><b>A. Provide quality Reading/LA instruction at all levels as specified in the ELA Framework for EL students.</b></p> <ul style="list-style-type: none"> <li>Reading/LA lessons will incorporate direct, explicit, and systematic instruction in reading and writing.</li> <li>At all levels all teachers will utilize SBE and district-adopted ELA materials, including ancillary materials for EL students (Elementary-Open Court: <i>English Learner Support Guide</i>; Secondary-Keystone).</li> <li>At the elementary level, ELA instruction for EL students will incorporate effective instructional practices and flexible group strategies to address the specific needs of EL students at their proficiency level.</li> <li>At the secondary level, ELA intervention for EL</li> </ul>	<p>The timeline for the bulleted points under section 3B are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for section 3A are:</p> <ul style="list-style-type: none"> <li>*District Educational Services</li> <li>*Principals</li> <li>*Teachers</li> <li>*ELD Advisors</li> </ul>	<p>Funding for section 3A will be from:</p> <p>General Fund Title III EIA stipend to ELD advisors</p>	<p>Evidence of progress in section 3A will be obtained from:</p> <p>Documentation including but not limited to:</p> <ul style="list-style-type: none"> <li>*Teacher lesson plans</li> <li>*Student work</li> <li>*Meeting agendas</li> <li>*SMART goals from collaborative</li> </ul>

<p>students will be included in an additional literacy elective English course to develop the literacy skills and abilities delineated in the ELA state standards and ELD standards.</p> <ul style="list-style-type: none"> <li>All teachers will collaborate with other grade level teachers to provide effective instruction and support for EL students and reclassified students in Reading/LA.</li> <li>Principals and teachers will participate in walk-throughs to ensure continuity of focus and integration of effective instructional strategies and effective use of SBE and district-adopted Reading/LA materials.</li> </ul> <p><b>B. Develop an implement an intervention plan to specifically address EL students performing at <i>Below Basic</i> and <i>Far Below Basic</i> on ELA-CSTs.</b> (CUSD Strategic Plan Objective 3.1.4)</p> <ul style="list-style-type: none"> <li>District will provide guidance, support, and monitoring in addressing the needs of EL students performing at <i>Below Basic</i> and <i>Far Below Basic</i> on ELA-CSTs.</li> <li>School sites will identify EL students and reclassified students who are performing at <i>Below Basic</i> and <i>Far Below Basic</i> and provide these students with appropriate Reading/LA intensive interventions.</li> <li>School sites will monitor EL students and reclassified students throughout the intervention phases to ensure student progress. Data will be monitored and maintained through district-wide database. (Aeries and Data Director)</li> </ul>	<p>The timeline for the bulleted points under section 3B are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for all bulleted points in section 3B are:</p> <ul style="list-style-type: none"> <li>*Principals</li> <li>*Teachers</li> <li>*Parents</li> <li>*District Ed. Services Directors/ELD Dept.</li> </ul>	<p>Funding for section 3B will be from:</p> <p>General Fund Title I EIA</p>	<p>meetings *Meeting minutes *Communications between personnel</p> <p>Evidence of progress in section 3B will be obtained from:</p> <p>Documentation including but not limited to: *Data from universal screenings *Target student group lists</p>
<p><b>4. Describe scientifically based research strategies to improve academic achievement in mathematics.</b> (AMAO 3; ELSSA)</p> <p><b>OBJECTIVE: All EL students will have access to</b></p>				

<p><i>appropriate and comprehensive mathematics instruction. The district will develop and implement a clear and coherent intervention plan for underserved EL students in Mathematics.</i></p>	<p><b>A. Provide quality mathematics instruction at all levels.</b>  (CUSD Strategic Plan Objective 3.1.6)</p> <ul style="list-style-type: none"> <li>• Mathematics lessons will incorporate direct, explicit, and systematic instruction in mathematical language and concepts.</li> <li>• At all levels all teachers will utilize SBE and district-adopted mathematics materials, including ancillary materials for EL students (Elementary-<i>Pearson-EnvisionMath</i>; Secondary- <i>Holt (6,7, &amp; Algebra I), Glencoe-Geometry, &amp; Prentice-Hall – Algebra II</i>).</li> <li>• At the elementary level, mathematics instruction for EL students will incorporate language development opportunities and flexible group strategies to address the specific needs of EL students at their proficiency level.</li> <li>• At the secondary level, mathematics instruction for EL students will be based on mathematical skills and abilities delineated in the state mathematics standards.</li> <li>• All teachers will collaborate with other grade level teachers to provide effective instruction and support for EL students and reclassified students in mathematics.</li> <li>• Principals and teachers will participate in walk-throughs to ensure continuity of focus and integration of effective instructional strategies and effective use of SBE and district-adopted mathematics materials.</li> </ul> <p><b>B. Develop an implement an intervention plan to specifically address EL students performing at <i>Below Basic</i> and <i>Far Below Basic</i> on</b></p>	<p>The timeline for the bulleted points under section 4A are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for all bulleted points in section 4A are:</p> <ul style="list-style-type: none"> <li>*Principals</li> <li>*Teachers</li> <li>*District Ed. Services</li> <li>Directors/ELD Dept.</li> <li>*ELD advisors</li> <li>*District Math TOSA</li> <li>*Substitutes</li> <li>Additional Assignment</li> </ul>	<p>Funding for section 4A will be from:</p> <ul style="list-style-type: none"> <li>*General Fund</li> <li>*Title III</li> <li>*EIA stipend to ELD advisors</li> </ul> <p>\$200,000</p>	<p>Evidence of progress in section 4A will be obtained from:</p> <ul style="list-style-type: none"> <li>Documentation including but not limited to:</li> <li>*Teacher lesson plans</li> <li>*Student work</li> <li>*Meeting agendas</li> <li>*SMART goals from collaborative meetings</li> <li>*Meeting minutes</li> <li>*Communications between personnel</li> </ul>	<p>Funding for section 4B will be</p>	<p>Evidence of progress in</p>
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<p><b>Mathematics-CSTs.</b> (CUSD Strategic Plan Objective 3.1.4)</p> <ul style="list-style-type: none"> <li>District will provide guidance and support in addressing the needs of EL students performing at <i>Below Basic</i> and <i>Far Below Basic</i> on mathematics-CSTs.</li> <li>School sites will identify EL students and reclassified students who are performing at <i>Below Basic</i> and <i>Far Below Basic</i> and provide these students with appropriate intensive mathematics interventions.</li> <li>School sites will monitor EL students and reclassified students throughout the intervention phases to ensure student progress. Data will be monitored and maintained through district-wide database. (Aeries &amp; Data Director)</li> </ul>	<p>points under section 4B are: Jan. 2010-June 2011</p>	<p>The personnel responsible for all bulleted points in section 4B are: *Principals *Teachers *Parents *District Ed. Services Directors/ELD Dept. *District Math TOSA</p>	<p>from: *General Fund *Title III *EIA</p>	<p>section 4B will be obtained from: Documentation including but not limited to: *Data from universal screenings *Target student group lists</p>
<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><b>OBJECTIVE:</b> <i>Coordinate district-wide professional development to focus on ELD instruction, integration of language objectives in content area instruction, and the development of academic language and literacy. Efforts will be supported through established professional learning communities at each school site and based on the needs of the EL students at the individual sites.</i> (CUSD Strategic Plan Strategy 3.1)</p> <p><b>A. Provide high quality professional development for effective ELD instruction for elementary teachers of EL students and ELD teachers at the secondary level.</b></p> <ul style="list-style-type: none"> <li>The district will host professional development on ELD strategies to support the effective instruction for EL students.</li> <li>Principals will receive training and coaching.</li> </ul>	<p>Fall 2010-June 2011</p>	<p>*Ed Division Staff *Model teachers *GLAD Key Trainer Team Consultant</p>	<p>*Title I *Title I ARRA *Title II *Title III *EIA \$90,000</p>	<p>*Evidence from principals</p>

<ul style="list-style-type: none"> <li>District resource teachers will provide additional professional development opportunities and support through presentations, collaboration meetings, demonstrations, coaching, and teacher feedback.</li> <li>Principals will support professional development of ELD instruction and effective practices through collaborative time, formal/informal observations, and walk-throughs.</li> </ul> <p><b>B. Provide high quality professional development for content area teachers in academic language and literacy development in both ELA and mathematics and the inclusion of language objectives in content area instruction.</b> (CUSD Strategic Plan Objective 3.1.5)</p> <ul style="list-style-type: none"> <li>The district will sponsor teachers and principals in attending professional development workshops focused on academic language and literacy, especially in ELA and mathematics. (e.g. Dr. Beck Academic Language Development workshop, SDAIE Instruction in Mathematics, and SIOP professional development)</li> <li>District resource teachers will provide additional professional development opportunities and follow-up support through presentations, collaboration meetings, demonstrations, coaching, and feedback.</li> <li>Principals will support professional development on academic language and literacy through collaborative time, formal/informal observations, and walk-throughs.</li> </ul> <p><b>C. Continue professional development opportunities in Project GLAD and support curriculum units' development and sharing.</b> (CUSD Strategic Plan Objective 3.1.5)</p> <ul style="list-style-type: none"> <li>District Project GLAD Key Trainers will continue to provide professional development opportunities in Project GLAD (2-day Training and In-class</li> </ul>	<p>The timeline for the bulleted points under sections 5B- 5D are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for all bulleted points in sections 5B-5D are:</p> <ul style="list-style-type: none"> <li>*Principals</li> <li>*Teachers</li> <li>*District Ed. Services</li> <li>Directors/ELD Dept.</li> <li>*ELD advisors</li> <li>*GLAD trainers</li> </ul>	<p>Funding for sections 5B-5D will be from:</p> <ul style="list-style-type: none"> <li>*Title I ARRA</li> <li>*Title II</li> <li>*Title III</li> <li>*EIA stipend for ELD advisors \$200,000</li> </ul>	<p>Evidence of progress in sections 5B-5D will be obtained from:</p> <ul style="list-style-type: none"> <li>*Handouts from trainings</li> <li>*Training meeting agendas &amp; minutes</li> <li>*Collaboration meeting agendas</li> </ul>
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<p>Demonstrations).</p> <ul style="list-style-type: none"> <li>• District Project GLAD Key Trainers will upload developed Project GLAD curriculum units to internal district website to support Project GLAD trained teachers and effective instructional practices in the classroom.</li> <li>• Project GLAD Key Trainers will provide additional support through follow-up opportunities, collaboration and unit planning sessions, demonstrations, coaching and feedback.</li> <li>• Principals will support professional development of SIOP instructional practices through professional learning communities, formal/informal observations, and walk-throughs.</li> </ul> <p><b>D. District will provide staff development on interventions in Reading/LA and mathematics.</b> (CUSD Strategic Plan Objective 3.1.4)</p> <ul style="list-style-type: none"> <li>• District will provide staff development of intervention model, procedures, and strategies in Reading/LA and mathematics with focus on EL students.</li> <li>• District ELD Administrator, ELD and Intervention resource teachers will support intervention model, procedures, and strategies through monthly ELD Advisor meetings, and individual school site meetings.</li> <li>• Principals and ELD Advisors will support intervention model, procedures and strategies and ensure they are implemented based on the needs of their EL students through professional learning communities, focus group meetings, informal/formal observations, and walk-throughs.</li> </ul>				
<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><b>OBJECTIVE:</b> Increase the level of participation of parents of EL students through communication efforts, support services, and topic-specific workshops based on needs assessments from ELAC parent meetings. The district will increase efforts to provide clear and timely communication about district procedures, goals, academic expectations, and accountability requirements. (CUSD Strategic Plan Objectives 1.1.2, 1.2.1, and 1.3.1)</p> <p><b>A. Provide clear and timely communication and collaboration with parents of EL students through ELAC, PTA, and DELAC meetings.</b></p> <ul style="list-style-type: none"> <li>• Provide information regarding upcoming meetings through the district Connect Ed message system, public meeting postings, and flyers home.</li> <li>• Provide translation for meetings in Spanish when needed or requested.</li> <li>• Continue to provide parents opportunities to provide input and participate in decision-making opportunities in district and school initiatives, through invitations and ELAC/DELAC meetings.</li> </ul> <p><b>B. Provide topic-specific workshops based on the needs assessment results from ELAC/DELAC parent meetings.</b> (CUSD Strategic Plan Objectives 1.1.2 and 2.2.2)</p> <ul style="list-style-type: none"> <li>• Provide information and workshops to inform parents regarding district procedures, goals, academic expectations, and accountability requirements.</li> <li>• Provide workshops (e.g. <i>10 Education Commandments</i>) to support parent education on the school system and how to help their students at home.</li> <li>• Collaborate with community organizations to support and provide additional workshops across the district (e.g. <i>Girl Power</i>).</li> </ul> <p><b>C. Support schools sites in providing information and support to parents of EL students through continued collaboration with community</b></p>	<p>The timeline for the bulleted points under section 6A are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for all bulleted points in section 6A are:</p> <ul style="list-style-type: none"> <li>*Principals</li> <li>*Teachers</li> <li>*District Ed. Services Directors/ELD Dept.</li> <li>*ELD advisors</li> </ul>	<p>Funding for section 6A will be from:</p> <ul style="list-style-type: none"> <li>*Title I in kind money</li> <li>*Title III</li> <li>*EIA</li> </ul>	<p>Evidence of progress in section 6A will be obtained from:</p> <ul style="list-style-type: none"> <li>*ELAC/DELAC meeting agendas</li> <li>*Connect Ed messaging receipts</li> <li>*Personnel calendars that show meetings for translations/interp retations</li> </ul>
<p>The timeline for the bulleted points under section 6B are:</p> <p>Jan. 2010-June 2011</p>	<p>The personnel responsible for all bulleted points in section 6B are:</p> <ul style="list-style-type: none"> <li>*Principals</li> <li>*Teachers</li> <li>*District Ed. Services Directors/ELD Dept.</li> <li>*ELD advisors</li> </ul>	<p>Funding for section 6B will be from:</p> <ul style="list-style-type: none"> <li>*Title I in-kind money</li> <li>*Title III</li> <li>*EIA</li> <li>*Medi-cal grant</li> </ul>	<p>Evidence of progress in section 6B will be obtained from:</p> <ul style="list-style-type: none"> <li>*Connect Ed messaging receipts</li> <li>*Handouts from meetings</li> <li>*Agendas from meetings</li> <li>*Sign in sheets from meetings</li> </ul>	

<p><b>resources.</b> (CUSD Strategic Plan Objectives 1.1.1 and 1.1.2)</p> <ul style="list-style-type: none"> <li>• Train teachers, support staff, and principals on effective parent involvement strategies through ELD Advisor meetings, principal meetings, and collaboration meeting times at school sites.</li> <li>• Support school site-based Bilingual Community Liaisons and ELD Advisors in efforts to assist parents of EL students through bimonthly meetings and workshop events.</li> <li>• Support school sites with information and connections to community organizations and resources.</li> </ul>	<p>points under section 6C are: Jan. 2010-June 2011</p>	<p>Alliance Network The personnel responsible for all bulleted points in section 6C are: *Principals *Teachers *District Ed. Services Directors/ELD Dept. *ELD advisors *Bilingual Community Liaison</p>	<p>from: *Title III *EIA *Title 1 \$200,000 for Liaison cost</p>	<p>progress in section 6C will be obtained from: *Agenda from meetings *Connect Ed messaging receipts *Flyers from community events for families</p>
<p><b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

**b. Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).**

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
N/A – Goal 1 and 2 were met.	N/A	N/A	N/A	N/A

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

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

(CUSD Strategic Plan Objectives 2.2.1 and 3.1.4) 1. Summer program will be offered at select Title 1 sites and to ESY students based on IEP's.	1/11-6/12 Title 1 Principals, Title 1 Teachers, Select ESY site staff	Additional Assignment	\$41/hr.	Title 1, Title 1 ARRA
2. Extended day activities will be provided to targeted students identified at select sites by CST performance and benchmark results based on the RTI model at select sites.	Principals, Teachers, site administrators	AA	\$41/hr.	Title 1, Title 1 ARRA, Site EIA
3. Students will be provided flexible grouping based on ongoing need and benchmark results.	1/11-6/12 Teachers	N/A	N/A	N/A
4. Extended day curriculum may include the use of <i>Reading Counts, Accelerated Reader, Spotlight Online, Fast Math, Fraction Nation</i> , and <i>Soar To Success</i> .	1/11-6/12 Principals, Teachers	N/A	N/A	N/A
5. Investigate and evaluate research on the effectiveness of summer programs for EL's and at-risk students.	1/11-6/11 Director, Curriculum and Instructional Support	N/A	N/A	N/A

**8. 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.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Parents will be informed of how ELD is monitored through the ELAM (elementary), Keystone (secondary), and CELDT assessments.	ELD Advisors	AA for Advisors	\$41/hr.	EIA
2. Guest speakers, The Parent Notebooks, and Padres Promotores will be used as needed to teach parenting skills, understanding the standards, communication skills, how to help at home, decision making, and community involvement.	Bertini, Mission Hospital staff, Principals	Notebooks, Student Supervisors for childcare, refreshments	\$1,500	Title 1, EIA
3. The DELAC will continue to be a part of the development and approval process for the Master Plan for EL's, LEA Plan, and Addendum.	Bryant, DELAC members	N/A	N/A	N/A

<p>4. A District-level Leadership Team comprised of administrators, teachers, and parents will be formed to analyze achievement and program data and advise on LEA Plan and Addendum.</p> <p>5. Parents are offered CAFÉ classes at select sites through Adult Education and Learning Link and Even Start through School Readiness to assist parents with improving their literacy skills and accessing district and community-based resources.</p> <p>6. Opportunities for parents to learn to use computers are offered through Adult Education.</p> <p>7. Parents are provided ongoing training and assistance in parental strategies through school site Parent Centers and the CUSD Family Resource Center.</p> <p>8. Special Education Parent Handbook will be developed, distributed and available on-line.</p> <p>9. Special Education Parent Website will be designed to provide parents with pertinent information.</p> <p>10. Share LEA Plan Addendum with parent groups including but not limited to DELAC, PTA, and parents of at-risk students.</p>	<p>Yogi, Bryant, DLT Members</p> <p>Adult Education staff, School Readiness staff</p> <p>Adult Education staff</p> <p>School site staff, CUSD FRC staff</p> <p>Exec. Directors, Special Education, Admin. Parent Support Network 1/11-6/2015</p> <p>Exec. Directors, Special Education, Webmaster 12/10-6/2015</p> <p>Ed. Services Directors 1/11-6/11</p>	<p>Refreshments</p> <p>CAFÉ Teachers, Learning Link and Even Start staff costs</p> <p>Adult Ed. teachers</p> <p>Parent center supplies, FRC Clerk, Counselors</p> <p>Printing</p> <p>N/A</p> <p>N/A</p>	<p>\$100</p> <p>\$600,000</p> <p>\$29-\$32/hr.</p> <p>\$150,000</p> <p>\$500</p> <p>N/A</p> <p>N/A</p>	<p>Title 1</p> <p>CBET, Prop. 10, Even Start, Title 1, Title III</p> <p>Adult Ed.</p> <p>Title 1, Medi-Cal, McKinney-Vento IDEA</p> <p>N/A</p> <p>N/A</p>
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN  
ASSURANCE PAGE**

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

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

**County District Code: 30-66464**

**Date of Local Governing Board Approval: June 13, 2011**

**District Superintendent: Dr. Joseph Farley**

**Address: 33122 Valle Road**

**City: San Juan Capistrano**

**Zip Code: 92675**

**Phone: (949) 234-9200**

**FAX: (949)**

**E-mail:**

**Signatures:**

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

Joseph M. Farley, Ed.D.

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Signature of Superintendent	Printed Name of Superintendent	Date
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Jack Brick

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Signature of Board President	Printed Name of Board President	Date
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Amy Bryant, Ed.D.

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Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
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*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

By submission of the local board approved LEA 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.*

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**THE Academic Design & Delivery INITIATIVE – SIOP & Peer Coaching**

**Overarching Objectives**

- Implement professional development protocol that reinforces effective lesson plan & design methodology for targeted sites, content teachers & their administrators. The goal is to provide teachers a structure for using best practices in their instruction so that English learners can close the achievement gap. Participants will be trained in an observation protocol which will serve to monitor the level of implementation of these effective practices. The Initiative will be sustained by utilizing a peer coaching model that reinforces best first instruction, reflective practice and research based strategies on a consistent basis.
- The targeted groups will be comprised of an *elementary to secondary feeder pattern* for continuity of the protocol.
- Sites will be supported by district administrators, TOSAs and educational consultants.

**Supports the Need Outlined In...**

**CUSD Strategic Plan**

Strategy 3.1.1: Deliver professional development and develop additional resources to support the implementation of an aligned curriculum, including the teaching of power standards, standards-based grading and reporting and the use of formative assessments.  
Strategy 3.1.2: Provide ongoing training and support in the use of data to increase student learning.

**Strategy 3.1.5: Provide targeted professional development and support the use of effective instructional strategies that positively impact the learning of English learners and Special Needs students.**

Strategy 3.1.6: Support the implementation of the mathematics and science curriculum, with particular focus on the development of student inquiry and problem-solving.

**IPA Title III Addendum**

**5.B: Provide high quality professional development for content area teachers in academic language and literacy development in both ELA and mathematics and the inclusion of language objectives in content area instruction.**

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**Sheltered Instruction Observation Protocol  
SIOP**

Researchers Echevarria, Vogt & Short (2008) investigated the most effective strategies that teachers used in the classroom that provides the most success. While investigating, a pattern emerged of a list of 30 areas that the best teachers utilized on a consistent basis. The protocol acts as an organizer of what the best practices are and how they are used to receive the best results.

Adapted from The SIOP Protocol -

Lesson Preparation
1. Content objectives
2. Language objectives
3. Content concepts appropriate for age and development of students
4. Supplementary materials
5. Adaptation of content
6. Meaningful activities
Building Background
7. Concepts explicitly linked to student background
8. Links explicitly to past learning and new concepts
9. Key vocabulary
Comprehensible Input
10. Speech
11. Clear explanation of academic tasks
12. A variety of techniques to make concepts clear
Strategies
13. Student learning strategies
14. Scaffolding
15. Higher level thinking and questioning
Interaction
16. Frequent interactions between students
17. Grouping configurations support objectives

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18. Sufficient wait time
19. Clarify concept in L1
Practice/Application
20. Hands-on materials and/or manipulatives
21. Application of language and content objectives
22. Integration of all four domains of language (listening, speaking, reading & writing)
Lesson Delivery
23. Teaching is about content objectives
24. Teaching is about language objectives
25. Students are engaged 90-100% of the time
26. Pacing of the lesson
Review & Assessment
27. Comprehensive review of key vocabulary
28. Comprehensive review of key content concepts
29. Regular feedback provided
30. Assessment of student learning and comprehension

**Peer Coaching**

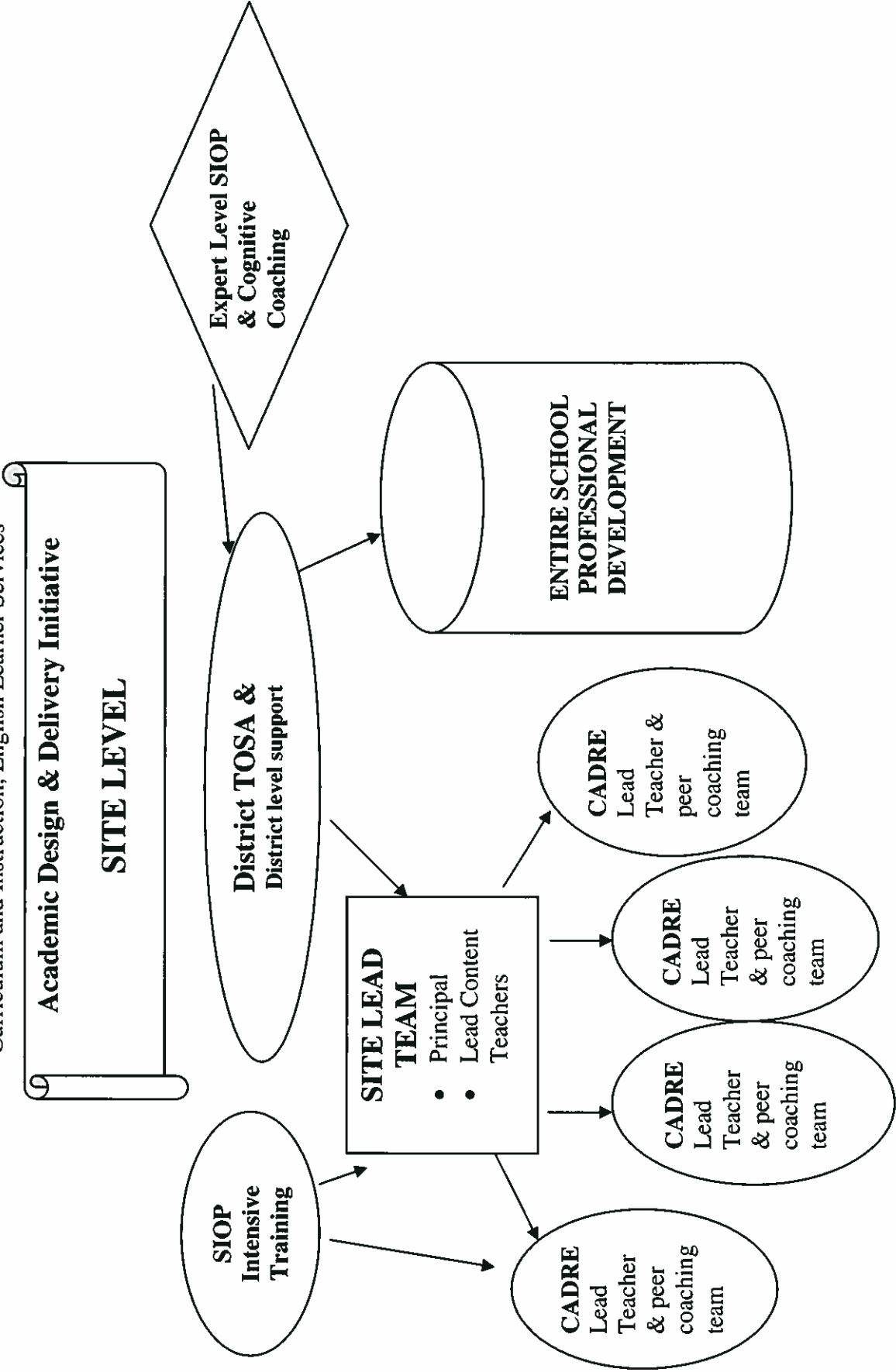
Process

1. Build Theoretical Knowledge
2. Work with TOSAs to better understand and develop contextual knowledge/TOSAs will model concepts
3. Practice in the classroom
4. Observe others
5. Learn how to give feedback and practice with peers
6. Work with coaching Cadre and refine as needed.



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**Overview of Professional Development Concept in Detail for ADD Initiative**  
**Year ONE**

1. District level TOSAs will receive expert level training in SIOP, Cognitive Coaching and other research based professional development (PD) programs that promote best practice.
2. The TOSAs will use their expertise in providing professional development at the site level in SIOP, as well as in the Site Team and cadres.
3. The TOSA will also work with the Site Team in how to coach each other in a non-evaluative way.
4. The Site Team will be comprised on the principal & lead content area teachers.
5. The Cadres will be comprised on one lead teacher and peer coaching partners (other teachers up to 4 in total).
6. The Site Team will receive PD from the TOSA on an on-going basis; at least 2 full days of SIOP during the year.
7. The Site Team will teach the information that they have learned to their Cadre members. The TOSA is available to assist in this process, if needed.
8. The Site Team will practice using SIOP in their classrooms on a daily basis. In addition, the Team will observe each other & their Cadre members using best practices. Then, they will engage in a peer coaching conversation.
9. The Site Team will learn how to peer coach by participating in a demonstration lesson/observation day. After viewing a lesson from a team member and engaging in evidentiary note taking, the TOSA will guide the Team in a non-evaluative peer coaching session, allowing for all members of the team to practice peer coaching.
10. Each Site Team member will receive 4 sub days to use for PD and peer observation. Each Cadre member will receive 2 sub days for peer observation. The TOSA will work with the Teams and Cadres to discuss options for maximizing resources for maximum use of the time out of the classroom.
11. The TOSA will provide support by: co-plan/co-teaching, providing demonstration lessons, delivering PD to staff during lunch periods or prep periods, coaching, videotaping (if asked), utilizing sub days, mapping out an observation plan & schedule.

**Year Two & Three**

1. TOSAs will repeat the cycle listed above with new teachers who join the Cadres at their sites.

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2. Cadres will continue accepting new members until they are a group of 4 teachers.
3. By the end of year three, all teachers will be a part of a Cadre and will be using SIOP in the classrooms.
4. TOSAs will continue to provide support to sites.

**Funding & Sustainability**

1. The gains made in the ADD Initiative will be sustained with the support of the TOSAs, peer coaching and collaboration time.
2. Collaboration time will be made available by a combination of substitute teachers, program substitutes and master schedule changes that provide time within the day for collaboration. Efforts will be made yearly to accommodate the needs of teachers so that they can peer coach and have reflective conversations, as that is the cornerstone to sustaining the Initiative.
3. Funding is provided by categorical funds. In particular funding from the Title I PI set aside of 10% until the District is no longer in PI. Also, District EIA and Title III will be used to fund TOSAs, consultants and release time.

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Feeder Families for the ADD Initiative

**Year One 2010-2011**

San Juan Hills HS Feeder Family	<ul style="list-style-type: none"> <li>• San Juan ES</li> <li>• Kinoshita</li> <li>• Ambuehl</li> <li>• Del Obispo</li> <li>• Marco Forster MS</li> <li>• San Juan Hills HS</li> </ul>
Aliso Niguel HS Feeder Family	<ul style="list-style-type: none"> <li>• Wood Canyon</li> <li>• Oak Grove</li> <li>• Moulton</li> <li>• Aliso Niguel HS</li> </ul>
Capistrano Valley HS Feeder Family	<ul style="list-style-type: none"> <li>• Hankey ES &amp; MS</li> <li>• Barcelona Hills</li> <li>• Viejo</li> <li>• Newhart</li> <li>• Capistrano Valley HS</li> </ul>
San Clemente HS Feeder Family	<ul style="list-style-type: none"> <li>• Palisades</li> <li>• Lobo</li> <li>• Las Palmas</li> <li>• Shorecliffs MS</li> <li>• San Clemente HS</li> </ul>

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**Year Two 2011-2012**

Dana Hills HS Feeder Family	<ul style="list-style-type: none"> <li>• Hidden Hills</li> <li>• Crown Valley</li> <li>• NHMS</li> </ul>
San Juan Hills HS Feeder Family	<ul style="list-style-type: none"> <li>• Oso Grande</li> <li>• Ladera Ranch ES</li> <li>• Ladera Ranch MS</li> </ul>
San Clemente HS Feeder Family	<ul style="list-style-type: none"> <li>• Concordia</li> <li>• BAMS</li> <li>• Benedict</li> <li>• Marblehead</li> </ul>
Aliso Niguel HS Feeder Family	<ul style="list-style-type: none"> <li>• Bergeson</li> <li>• Crown Valley</li> <li>• Laguna Niguel</li> <li>• Canyon Vista</li> <li>• AVMS</li> <li>• Don Juan Avila ES</li> <li>• Don Juan Avila MS</li> </ul>
Capistrano Valley HS Feeder Family	<ul style="list-style-type: none"> <li>• Bathgate</li> <li>• Castille</li> <li>• Reilly</li> <li>• Serra HS</li> </ul>

**Year Three 2012-2013**

Tesoro HS Feeder Family	<ul style="list-style-type: none"> <li>• Tijeras Creek</li> <li>• Las Flores ES</li> </ul>
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	<ul style="list-style-type: none"> <li>• Chaparral</li> <li>• Wagon Wheel</li> <li>• Las Flores MS</li> <li>• Arroyo Vista ES, MS</li> </ul>
Dana Hills HS Feeder Family	<ul style="list-style-type: none"> <li>• George White</li> <li>• RH Dana</li> <li>• Malcom</li> </ul>
San Clemente HS Feeder Family	<ul style="list-style-type: none"> <li>• Vista Del Mar ES</li> <li>• Vista Del Mar MS</li> </ul>

CAPISTRANO UNIFIED SCHOOL DISTRICT  
Alignment of Program Plans

