

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Capistrano Unified School District
County/District Code: 30-66464
Dates of Plan Duration (should be five-year plan): January 1, 2011- December 31, 2015
Date of Local Governing Board Approval: January 11, 2011

District Superintendent: Dr. Joseph M. Farley
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Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

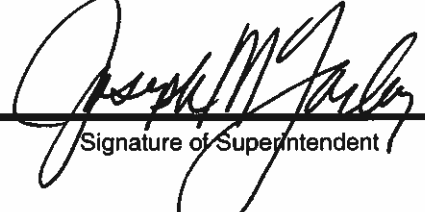

Dr. Joseph M. Farley		
Printed or typed name of Superintendent	Date	Signature of Superintendent
Jack R. Brick		
Printed or typed name of Board President	Date	Signature of Board President

TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I – Background and Overview</u>	
<i>Background.....</i>	<i>5-6</i>
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process.....</i>	<i>6</i>
<i>Development Process for the LEA Plan.....</i>	<i>7-10</i>
<i>LEA Plan Planning Checklist.....</i>	<i>11</i>
<i>Federal and State Programs Checklist.....</i>	<i>12</i>
<i>District Budget for Federal and State Programs.....</i>	<i>13-14</i>
<u>Part II – The Plan</u>	
<i>Needs Assessments.....</i>	<i>16</i>
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning.....</i>	<i>17</i>
<i>District Profile.....</i>	<i>18-20</i>
<i>Local Measures of Student Performance.....</i>	<i>21-25</i>
<i>Performance Goal 1.....</i>	<i>26-35</i>
<i>Performance Goal 2.....</i>	<i>36-54</i>
<i>Performance Goal 3.....</i>	<i>55-62</i>
<i>Performance Goal 4.....</i>	<i>63-73</i>
<i>Performance Goal 5.....</i>	<i>74-76</i>
<i>Additional Mandatory Title I Descriptions.....</i>	<i>77-93</i>

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Assurances.....94-102

Signature Page.....103

Appendix

*Appendix A: California’s NCLB Performance Goals and Performance Indicators*104-105
Appendix B: Links to Data Web sites.....106
Appendix C: Science-Based Programs.....107-109
Appendix D: Research-based Activities.....110
Appendix E: Promising or Favorable Programs.....111-112
Appendix F: CUSD Strategic Plan.....113-120

Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the *fiscal* mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Measure effectiveness of current improvement strategies
✓	2. Seek input from staff, advisory committees, and community members.
✓	3. Develop or revise performance goals
✓	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
√	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
	Title III, Immigrants		
	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
√	Adult Education		School Safety and Violence Prevention Act (AB 1113, AB 658)
√	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	√	Other (describe): Cal-SAFE
√	Other (describe): McKinney-Vento ARRA		Other (describe):
√	Other (describe): Title 1 ARRA		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2009-10 District Carryovers	2010-11 District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$1,033,256	\$3,811,511	\$4,118,052	85%
Title I, Part B, Even Start	0	\$137,265	\$137,265	100%
Title I, Part C, Migrant Education	0	0	N/A	N/A
Title I, Part D, Neglected/Delinquent	0	0	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	\$81,740	\$1,110,128	\$1,155,919	97%
Title II, Part D, Enhancing Education Through Technology	\$25,966	\$12,837	\$37,633	97%
Title III, Limited English Proficient	\$319,607	\$541,000	\$843,732	98%
Title III, Immigrants	0	0	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities	\$62,140	0	\$60,266	97%
Title V, Part A, Innovative Programs – Parental Choice	0	0	N/A	N/A
Adult Education	0	\$463,784	\$463,784	100%
Career Technical Education	0	0	N/A	N/A
McKinney-Vento Homeless Education	0	\$68,137	\$66,082	97%
IDEA, Special Education	0	\$8,547,898	\$8,290,077	97%
21 st Century Community Learning Centers	0	0	N/A	N/A
Other (describe) Title VII Indian Education Formula Grant Program	0	\$81,095	N/A	N/A
Other (describe) Title I ARRA	\$1,017,566	0	\$864,931	85%
Other (describe) McKinney-Vento ARRA	\$55,347	0	\$53,678	97%
Other (describe) Title II - EETT ARRA	0	\$500,000	\$484,919	97%
TOTAL	\$2,595,622	\$15,273,655	\$16,576,338	N/A

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	N/A	N/A
EIA – Limited English Proficient	\$1,363,780	\$2,966,878	\$3,681,059	85%
State Migrant Education	0	0	N/A	N/A
School and Library Improvement Block Grant	0	\$2,780,993	\$2,699,113	97%
Child Development Programs	0	\$2,657,974	\$2,577,804	97%
Educational Equity	0	0	N/A	N/A
Gifted and Talented Education	0	\$368,513	\$357,398	97%
Tobacco Use Prevention Education – (Prop. 99)	0	0	N/A	N/A
High Priority Schools Grant Program (HPSG)	0	0	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	0	\$655,113	\$635,353	97%
Tenth Grade Counseling	0	0	N/A	N/A
Healthy Start	0	0	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	N/A	N/A
Other (describe) Cal-SAFE	\$218,916	\$199,640	405,931	97%
TOTAL	\$1,582,696	\$9,629,111	\$10,356,658	N/A

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)). California's Healthy Kids Survey may

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.



Mission Statement

The Capistrano Unified School District, with support from our community, prepares students to achieve academic and personal success while becoming responsible citizens and lifelong learners.

Our Vision

Educated, responsible, and confident citizens succeeding in a global society.

District Profile

All staff in Capistrano Unified School District is committed to the belief that children will learn, that children will learn more today than yesterday, and that they will learn more tomorrow than today. The district's commitment to the more than 51,000 students entrusted to its care remains steadfast despite state funding difficulties and other challenges. Our commitment to instructional excellence drives the mission of our more than 4,200 employees.

Number of Schools	
Elementary Schools	36
K-8	2
Middle Schools	10
High Schools	6
Alternative Education	1
Adult Education	1
Exceptional Needs Facility	1
Total	57

Founded in 1965, Capistrano Unified encompasses 195 square miles in seven cities and a portion of the unincorporated area of Orange County. With 57 campuses, it is the largest employer in south Orange County. The district includes all or part of the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, and Wagon Wheel.

Ethnic Composition	
White	64.9%
Hispanic	18.7%
Asian	5.3%
Filipino	1.6%
African American	1.3%
Amer. Indian/Alaska Native	0.3%
Pacific Islander	0.2%
Multiple/Declined to state	5.7%

The district is governed by a seven-member Board of Trustees, which generally meets monthly at the Capistrano Unified School District (CUSD) Education Center.

Number of Personnel	
Certificated Employees	2,231
Classified Employees	1,981
Total Number of Employees	4,228

After years of significant growth, Capistrano Unified has stabilized over the past five years.

- Commitment and focus to first best instruction for every instruction.
- The district’s schools earned over 40 California Distinguished School recognitions and 2 National Blue ribbons recognitions – among the many honors awarded to CUSD.
- Innovative course adoptions include BioTechnology, Japanese, and Mandarin.
- Two-Way Language Immersion expansion to three elementary schools and one middle school.

Annual Budget (as of 2009-10 2nd Interim)	
General Fund:	
Unrestricted	\$284.0 million
Restricted	\$63.5 million
Total General Fund	\$347.5 million
Other Funds	\$81.7 million
Total District Budget Combined	\$429.2 million

CUSD has seven Title I schools which are all school-wide programs. Of its 51,000 students, approximately 5,600 are identified as English language learners. CUSD staff prides itself in offering a stimulating and challenging learning environment to help all students meet high academic standards.

Local Measures of Student Performance

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

The Capistrano Unified School District (CUSD) strives to achieve high levels of learning for all students. To achieve this goal, CUSD educators constantly seek information and analyze data to improve teaching and learning. The pursuit has led to the development of a comprehensive assessment and accountability system that includes, and then extends beyond, state standards. Capistrano Unified staff believes that the district's accountability system should reflect a balance of annual testing data and ongoing formative classroom assessments linked to the curriculum. The accountability system also includes additional indicators associated with student success, such as student participation in extracurricular activities, teacher quality, parental involvement, and school safety. The district accountability system seeks to measure growth of learning over time for individual students and does not rely exclusively on averages of large groups of students. Lastly, this system drives the continuous improvement process to result in a constant focus on improving student learning.

The Capistrano Unified School District carefully aligns its comprehensive curriculum with the California State Standards and Frameworks. The district has made certain that its guidelines are clear as to the skills students should master at each grade level. A major instructional goal for CUSD is that "all students demonstrate competency in challenging subject matter, including English/ language arts, mathematics, science, social studies and the arts." The STAR testing system provides valuable information about how students are mastering grade level standards.

Capistrano Unified utilizes the Dynamic Indicators of Basic Literacy Skills (DIBELS) is administered to K – 5th grade students in our Title I elementary schools and K-2 in all elementary schools. The DIBELS assessment originated from the University of Oregon and offers primary teachers accurate and timely results to help create an instructional program designed to meet the individual needs of students. The assessment provides immediate feedback to teachers regarding how students are progressing in their goal to meet high standards and identifies at-risk students who need additional help.

Capistrano Unified also relies on the California High School Exit Exam (CAHSEE) for valuable information about students' basic skills. School staff analyzes CELDT results each year to monitor the language acquisition of English language learners. Lastly, CUSD staff has made common, formative assessments a focus at each school. Groups of teachers work together to develop these assessments that truly inform daily instruction in classrooms throughout the district.

The Title 1 schools use standards-based interim assessments to monitor student learning throughout the year. They are used to assist teachers in receiving immediate feedback on how their students are doing relative to their mastery of the California standards.

CUSD Summary of Assessment Results

STUDENT ACHIEVEMENT DATA (LOCAL, STATE, AND FEDERAL MEASURES), 2009-10 SCHOOL YEAR

Local Assessments

DIBELS Measurements for Early Literacy Skills (Grades K-2): Annual data shows that most CUSD kindergarten, first grade, and second grade students meet or exceed benchmark goals on this measure of early literacy development and has surpassed the rate demonstrated in the previous year.

Interim Assessments (Grades K-12): Teacher-made and team developed assessments are given on a regular basis to assess student learning.

English Language Assessment Matrix (ELAM) (Grades K-5): CUSD assesses English Learners twice a year to measure progress in all domains. Data shows consistent progress in language development. Progress is communicated to parents in the fall and spring with report cards.

Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSOM) (Grades K-12): The Stanford FLOSOM is an oral language observation tool used as necessary to determine student progress.

State/Federal Assessments

California Standards Test (CST): CUSD scored above the county and state in the percentages of students proficient or above in both language arts and mathematics at each grade level.

California High School Exit Examination (CAHSEE): Ninety-six percent of the class of 2009 passed both subtests of the California High School Exit Exam (CAHSEE). The District's pass rate continues to surpass that of the county and the state.

Academic Performance Index (API): Based on the results of achievement testing in the spring of 2009, the district API grew 21 points to a score of 857. Capistrano Unified is the only large unified school district statewide with an API growth score above 800. Seventy-five percent of district schools met both their own schoolwide API growth targets and their comparable improvement targets for all numerically significant subgroups. Eighty-three percent of CUSD schools are now at or above the state's target score of 800. Fifteen schools have attained API scores of over 900.

No Child Left Behind Adequate Yearly Progress (AYP): In 2009, CUSD met 40 of 44 Adequate Yearly Progress criteria. CUSD did not meet AYP for English Learners and Students with Disabilities in English-Language Arts and Mathematics. In spite of significant growth in student achievement, nineteen schools did not make their AYP targets, due to subgroups of students not achieving proficiency, in the context of rising proficiency targets. Three CUSD schools fall under the "program improvement" category: Las Palmas, San Juan and Viejo Elementary schools. In 2010, CUSD went into "program improvement" as a district. The district completed the LEA Plan Addendum in 2010 as a result of being LEA PI Year One.

Meeting All Needs

Closing the Gap: English Learner Progress: Serving approximately 5,600 English Learner students, CUSD continues to implement programs to provide English learners appropriate curriculum and instruction designed to assist them in learning academic language and successful access to the core curriculum.

Special Education: Students with special needs demonstrate strong pass rates on the CAHSEE in comparison to other unified school districts. CAHSEE support classes are available to assist students with instruction to facilitate passing the exams.

Extending the Learning: GATE students in CUSD have extremely high performance with 99% proficient or advanced in English Language Arts and 92% proficient or advanced in mathematics.

Title 1 Academic Achievement: RH Dana Elementary School was awarded the California Department of Education Title 1 Academic Achievement Award for three consecutive years (2007, 2008, 2009) for exceeding Adequate Yearly Progress for two or more years and/or significantly closing the achievement gap among numerically significant subgroups.

College-Bound Indicators

SAT I: CUSD seniors in the class of 2009 had an average combined score of 1101. This mean score exceeded the Orange County combined score by 26 points and the California combined score by 93 points.

American College Test (ACT): CUSD students in the Class of 2009 achieved the highest composite score in the District's history, 24.5. Capistrano Valley High School scored 25.35, the highest score in the district.

"A-G" Requirements: The District UC/CSU "A-G" completion rate for graduates in the Class of 2009 was 42.76 percent. In Orange County, 40.74 percent of students completed the requirements and in California, 33.90% completed the requirements. The Board of Trustees has established a Major District Objective for 2009-10 to increase the number of students completing A-G requirements through the refinement of course options and placement criteria, and the implementation of systematic interventions.

Advanced Placement: The class of 2009 achieved an exam passage rate of 77% district-wide. Tesoro High School earned the highest pass rate with 82% of its AP students receiving a "3" or better on their AP exam.

International Baccalaureate (IB): Carl Hankey began implementation of an IB program for K-8 students in 2009. San Clemente and Capistrano Valley High Schools had outstanding results, each graduating IB Diploma recipients. Each school's mean grade on all administered tests surpassed that of the worldwide mean.

Golden Seal Diploma: Twenty-five percent of the students in the Class of 2010 achieved this prestigious award. The average for districts statewide is 3%.

ADDITIONAL INDICATORS OF SUCCESS

Teacher Quality: In 2009, the typical CUSD teacher working in CUSD had 10 years of teaching experience. Over half held master's degrees and thirteen completed doctoral programs. CUSD provides professional development and support to all teachers to enhance the quality of instruction for its students. The district is proud of the teacher leadership present at the district's 57 schools. Teachers continue to improve their practice by participating in peer coaching and are committed to providing best first instruction to their students and being a part of professional learning communities.

Student Health, Fitness, and Welfare: With an increased focus on fitness for life, CUSD has enhanced programs at all levels. This includes participation in a nutrition grant. Some secondary schools have established fitness centers. Several elementary and middle schools have active "marathon" clubs. The district's innovative fitness and wellness programs were recognized with the 2006 California School Board Association Golden Bell Award.

Student Safety: In 2006, CUSD was awarded a 4-year grant from the Federal Safe Schools/Healthy Students initiative. This grant provides funds that allow the district to enhance school safety and community partnerships and prepare for major disasters, including upgrades to the Emergency Operations Center.

Visual and Performing Arts: 4th and 5th grade elementary students participate in block music, band, orchestra, or choir. In addition, students have an opportunity to take visual and performing arts courses offered at the secondary level.

Parent and Community Involvement: CUSD continued its efforts to strengthen family and community involvement through parent education, enhanced communications, volunteerism, supplemental learning activities, and collaboration with the community.

Honors: CUSD now has 41 California Distinguished Schools and 11 National Blue Ribbon Schools. The district was also honored as a 2007 Golden Bell Winner for its Capistrano Autism Program. Other awards include RH Dana Elementary being named a Title 1 Academic Achievement school, Aliso Niguel High School being named a U.S. Dept. of Education New American High School, CUSD being named in 2006 as one of the Best 100 Communities for Music in America, and the American School Boards Association Magna Awards for Professional Development Academy and Voluntary Drug Testing at San Clemente High School.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Reading and Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading and Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <u>Alignment of instruction with content standards:</u></p> <p>In addition to objectives outlined in CUSD Strategic Plan Strategy 3.1, the following will be done:</p> <p>Utilize power standards in English language arts in grades K-12 and big ideas and essential questions in 6-8.</p> <p>Support teachers in the use of Comprehensive Writing Program with rubrics and anchor papers in K-12.</p> <p>Revise and utilize district-wide literacy maps that embed the content standards and order instruction for grades K-8 in the areas of reading, writing, listening, and speaking.</p> <p>Ensure administrator understanding of key standards in reading for grade levels through administrator curriculum training meetings.</p> <p>Facilitate articulation and alignment of curriculum through K-12 vertical teaming in language arts content standards (across grades and schools) during ACE Times.</p> <p>Investigate the transition to Common Core Standards, scheduled to take place in 2013-2014 and the effect on curriculum, assessment and instruction.</p> <p>Select schools participate in Benchmark Testing and Analysis</p>	<p><i>Timeframe:</i> 2011-2015</p> <p>Education Services</p> <p>Site administrators</p> <p>Department and Grade level chairs</p> <p>Lead teachers and Teachers On Special Assignment (TOSA's)</p> <p>Teachers, Coordinator BTSA</p> <p>Department of Education Services (DES), Principals, Teachers on Special Assignment</p> <p>DES, Principals, Teachers</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Consultant, Test costs</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$17,400</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Title I, Title I ARRA</p>

<p>2. <u>Use of standards-aligned instructional materials and strategies:</u></p> <p>CUSD Strategic Plan Pillar 3</p> <p>Provide training in Balanced Literacy Program instruction model and the district-adopted text (Elementary: McGraw-Hill/Open Court, Middle School: Prentice Hall) as needed.</p> <p>Provide training in the adopted K-12 Reading Comprehension Strategies, Traits of Writing, and Balanced Literacy model that align with the state content standards and integrate research-based practices.</p> <p>Continue district-wide emphasis on academic literacy in grades K-12, including the integration of K-12 comprehension strategies across disciplines.</p> <p>Implement FastMath and Fraction Nation at AMAO 3 and Title 1 schools as a math intervention.</p> <p>Contract with OCDE Librarian</p>	<p><i>Timeframe:</i> 2011-2015</p> <p>TOSA's, Teachers</p> <p>TOSAs, Teachers</p> <p>TOSA's, Teachers</p> <p>Math TOSA, Director, C & I, Exec. Dir., State & Fed., Title 1 Teachers and Principals</p> <p>DES, OCDE</p>	<p>Funds to purchase instructional materials & reprints</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Contract</p>	<p>\$400,000.00</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$10,000</p>	<p>IMFRP funds</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>SLIBG</p>
<p>3. <u>Extended learning time:</u></p> <p>CUSD Strategic Plan 3.1.4</p> <p>Continue to offer the following extended learning time opportunities:</p> <ul style="list-style-type: none"> • In-class interventions in literacy, including the use of flexible grouping for intensive direct instruction using research-based practices with a focus on English language learners • Support middle and high school reading intervention classes (Keystone for ELs, Keystone for Reading Workshop and Keystone for Directed Special 	<p><i>Timeframe:</i> 2011-2015</p> <p>School sites TOSA, Principal, Teacher</p> <p>Middle and High school teachers, TOSAs</p>	<p>Bilingual Instructional Assistants at AMAO 3 schools</p> <p>MS/HS TOSA for Intervention/Keystone curriculum support</p>	<p>\$12,000 for 17.5/week - approximately 15 aides</p> <p>\$100,000</p>	<p>EIA</p> <p>Title I ARRA EIA</p>

<p>Education classes)</p> <p>Implement CAHSEE Support Classes emphasizing standards-based instruction in literacy necessary for the passage of the exit exam.</p> <p>Continue to provide opportunities for credit recovery.</p> <p>Implement FastMath and Fraction Nation at AMAO 3 and Title 1 schools as a math intervention.</p> <p>Administrative support for Title 1 summer intervention programs</p>	<p>Director, Student Support and SD, APs of Guidance</p> <p>DES, Principals, APs of Guidance, DES Math TOSA, Principals, Teachers</p> <p>ETAP's</p>	<p>(new position)</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Additional Assignment</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>\$27,000</p>	<p>Title II</p> <p>N/A</p> <p>N/A</p> <p>Title I</p>
<p>4. Increased access to technology:</p> <p>CUSD Strategic Plan 3.1.2</p> <p>Continue and expand access to technology with an emphasis on integrated technology applications designed to enhance literacy, including:</p> <ul style="list-style-type: none"> ▪ Use of software for ELD ▪ Use of computers for reading software (i.e. Accelerated Reader, Scholastic SRI, etc.) designed to enhance academic literacy ▪ Integration of technology in content areas ▪ Explore technology enhanced instruction 	<p><i>Timeframe:</i> 2011-2015</p> <p>TIS Staff</p>	<p>Staff to assist in instructional technology</p> <p>Max Labs</p> <p>Video equipment</p> <p>Computers and internet access</p> <p>itouch carts</p>	<p>\$ 600,000</p> <p>\$22,000</p> <p>\$120,000</p>	<p>Project COMPEL</p> <p>Title II</p> <p>Title I, Title I ARRA</p> <p>Title I ARRA</p> <p>Title I, EIA, Title I ARRA</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>CUSD Strategic Plan 3.1.1, 3.1.5, 3.2.1, and 3.1.6</p> <ul style="list-style-type: none"> ▪ ACE Time/Collaboration Time – teacher support teams in the implementation of collaborative inquiry using standards-based materials ▪ Continue to provide the BTSA program for new teachers. ▪ Provide ongoing training to teachers serving 	<p><i>Timeframe:</i> 2011-2015</p> <p>Teachers, Principals, TOSAs</p> <p>TOSAs, BTSA Coordinator</p> <p>TOSAs, Instructional</p>	<p>Director, Student Support and Staff Development, Sr. Staff Sec., ELD TOSA's</p> <p>N/A</p> <p>Instructional Aides</p>	<p>\$250,000</p> <p>N/A</p> <p>See Above</p>	<p>Title I, Title II, EIA</p> <p>N/A</p> <p>See Above</p>

<p>students with special needs in research-based interventions.</p> <ul style="list-style-type: none"> ▪ Ongoing training for teachers serving students in a school readiness program (e.g. Preschool Programs, Learning Link, and Kindergarten Plus) ▪ Provide support and specialized training for teachers in the Two Way Immersion programs ▪ Facilitate enhanced articulation and transition practices between elementary and middle school and middle to high school, with emphasis on curriculum articulation, powerful interventions, and support for at-risk students ▪ Math TOSA to support professional development and curriculum implementation. ▪ Train Title I Teachers in Direct Interactive Instruction ▪ Provide Title I teachers training in <i>Thinking Maps</i> ▪ Training for Title I teachers and administrators in SIOP. ▪ Implement Action Walks to examine student work and student perceptions of their learning to align school-wide standards-based instructional strategies. ▪ Advanced Placement Training ▪ Professional development materials including books, supplies, and memos 	<p>Aides, Teachers, Principals School Readiness</p> <p>TOSA, Principals</p> <p>TOSAs, Principals, Academic Advisors, APs of Guidance</p> <p>TOSA</p> <p>DES, Principals & teachers at Title I schools</p> <p>Teachers, Principals</p> <p>Teachers, Principals, TOSA's</p> <p>Teachers, Principals</p> <p>AP teachers</p> <p>DES, Principals, Teachers</p>	<p>Substitutes</p> <p>Substitutes TWI TOSA N/A</p> <p>N/A</p> <p>ALS Consultant Substitutes</p> <p>Thinking Maps Trainers Substitutes</p> <p>Consultant</p> <p>Consultant, Substitutes</p> <p>Conference costs, Subs</p> <p>Books, supplies, memos</p>	<p>\$110/day</p> <p>\$110/day \$100,000/year N/A</p> <p>\$100,000/year</p> <p>\$2,000/day \$110/day</p> <p>\$1,100 per person \$110/day</p> <p>\$3,000/day</p> <p>\$2,000/day \$110/day</p> <p>\$8,000</p> <p>\$1,500</p>	<p>Prop. 10</p> <p>Title III, Title I N/A</p> <p>Title II</p> <p>Title I Title I ARRA</p> <p>Title I Title I ARRA Title II</p> <p>Title 1, Title 1 ARRA Title 1, Title 1 ARRA</p> <p>SLIBG</p> <p>Title 1</p>
<p>6. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u></p> <p>CUSD Strategic Plan Pillar 1</p> <p style="text-align: right;"><i>Timeframe: 2011-2015</i></p>				

<p>Using existing vehicles in place at each site, provide ongoing information and outreach related to literacy through:</p> <ul style="list-style-type: none"> ▪ Parent newsletters ▪ Individual student reports provided to parents following standardized testing and during parent-teacher and/or student led conferences in fall and spring ▪ SARCS ▪ GATE Parent meetings ▪ School Site Council ▪ DELAC/ELAC committees for English Language Development ▪ Blackboard Connect Ed. ▪ Parent information nights ▪ Parent portals/SchoolLoop ▪ Triannual/Annual IEP meetings ▪ Progress reports ▪ District and school site Parent Involvement Policy ▪ District website ▪ Parent Literacy Nights ▪ PTSA and Parent Council Activities in support of literacy ▪ Annual Title I parent meeting at all Title I sites ▪ Established enhanced connections with community in the areas of literacy, including research-based practices, and web-based support for learning which includes publisher websites, monthly literacy tips, and exemplars for student writing, and other information. In addition, the district and each site Parent Involvement Policy provides guidelines and procedures. ▪ Program Improve. Public School Choice Program 	<p>DES, Principals, Teachers, TOSA's, Bilingual Community Service Liaisons</p>	<p>Bilingual Community Service Liaisons</p>	<p>\$ 200,000 \$15,000</p>	<p>Title III/EIA Title I, Title I ARRA, McKinney-Vento</p>
<ul style="list-style-type: none"> ▪ GATE TOSA's ▪ ELD Advisors 	<p>GATE TOSA's ELD Advisors</p>	<p>GATE TOSA's ELD Advisors</p>	<p>\$109,000</p>	<p>GATE EIA</p>
<ul style="list-style-type: none"> ▪ TIS, DES ▪ AP Guidance ▪ Academic Advisors ▪ Special Education staff ▪ Webmaster 	<p>TIS, DES AP Guidance Academic Advisors Special Education staff Webmaster</p>	<p>Annual fee</p>	<p>\$109,000</p>	<p>SLIBG</p>
<ul style="list-style-type: none"> ▪ Title I Principals, ▪ Title I Teachers 	<p>Title I Principals, Title I Teachers</p>	<p>Parent Involvement materials, supplies, refreshments</p>	<p>\$295,000</p>	<p>Title I, Title I ARRA</p>
<ul style="list-style-type: none"> ▪ Exec. Dir. State and Fed., Principals, Teachers ▪ DES, Principals, Teachers, TOSA's 	<p>Exec. Dir. State and Fed., Principals, Teachers DES, Principals, Teachers, TOSA's</p>	<p>Bus transportation to non-PI schools</p>	<p>\$295,000</p>	<p>Title I</p>
<p>Strengthen collaborative community partnerships through:</p> <ul style="list-style-type: none"> ▪ Expand parent involvement and education opportunities, including strategies for reaching underrepresented parent groups (CUSD Strategic Plan 1.1.2). ▪ Identify best practices for effective use of volunteers 				

<p>(CUSD Strategic Plan 1.1.3)</p> <ul style="list-style-type: none"> ▪ Ensure that public information is readily available, reliable, and timely. ▪ Ensure accessibility of information for stakeholders through a variety of vehicles, including translation of information when appropriate (CUSD Strategic Plan 1.2.1). ▪ Support and expand use of school websites that conform to a uniform standard to communicate meaningful information to students, parents, and staff (CUSD Strategic Plan 1.2.2). <p>Promote a climate of courtesy, dignity, and mutual respect.</p> <ul style="list-style-type: none"> ▪ Create venues for two-way communication with stakeholders. ▪ Regularly disseminate information regarding positive achievements of students, staff, and district (CUSD Strategic Plan 1.3.3). 	<p>DES</p> <p>Principals, TIS</p> <p>All district staff</p> <p>Principals, Chief Communications Officer</p>		
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7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):

CUSD Strategic Plan Objective 1.1.2

Continue and expand the following auxiliary services to support students in literacy:

- Early Literacy Training for Preschool Parents through the Preschool Program and Learning Link (0-5 services)
- Kindergarten Plus (extended kindergarten day)
- CAFÉ Program (supporting parents of English Learners)
- Learning support services (including special education referrals and testing)
- Language testing
- Instructional Aides in classrooms
- Capistrano USD Family Resource Center
- Elementary to Middle School Articulation and Transition Services
- CHOOSE parent training (home schooling option)

Timeframe:
2011-2015

School Readiness staff

YMCA Staff

Adult Education staff

Special Education

DES

Sites

DES

AP's Guidance Academic Advisors

DES, CHOOSE Administrators, Teachers

Bilingual Community Services Liaisons, Preschool Teachers, Supervisor, Nurse, Speech Pathologist Recreation staff

CAFÉ teachers

Bilingual Community Services Liaisons Instructional Aides

Bilingual Clerk, Counselors
N/A

\$300,000

\$29-32/hr.

\$12,000/yr.; 17.5 hpw
\$150,000

Prop. 10, Title I & III, Parent donations

Parent fees

Adult Education, Title 1, Even Start

EIA

EIA

Title 1, Medi-CAL, McKinney-Vento

<p>8. <u>Monitoring program effectiveness:</u></p> <p>CUSD Strategic Plan Objective 3.1.2</p> <p>Use a variety of student assessment data to determine program effectiveness and impact on student learning, including:</p> <ul style="list-style-type: none"> o DIBELS Assessment information o Site-developed common assessments o Professional input o Student work samples and performance measures o STAR testing data, including specific measures on the CST, CMA, and CAPA o Common assessments at sites o Benchmark Exams o CAHSEE data o Annual Comprehensive Assessment Report o Data Director or Illuminate <p>Engage all sites in program improvements through the development of the Single Plan for Student Achievement</p> <p>Continue implementation of Teacher Professional Growth and Evaluation system which integrates the use of program effectiveness measures</p> <p>Provide ongoing training for classroom teachers to regularly assess students' mastery of standards by examining student work and conducting a variety of formative and summative assessments.</p> <p>Implement Action Walks to examine student work and student perceptions of their learning.</p>	<p><i>Timeframe:</i> 2011-2015</p> <p>DES, Principals, Teachers, TOSA's</p> <p>DES, Principals, School Site Council</p> <p>DES, Personnel, Principals, Teachers</p> <p>Principals, Teachers, TOSA's</p> <p>Principals, Teachers</p>	<p>Executive Director, Assessment and Evaluation, Research/Evaluation Analyst, Intermediate Office Assistant</p>	<p>\$230,000</p>	<p>Title I/Title I ARRA SLIBG</p>
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<p>9. Targeting services and programs to lowest-performing student groups: Supports CUSD Strategic Plan Objective 2.2.1 Continue the efforts in Title I and AMAO 3 schools serving the lowest-performing students to enhance services and programs for improvement in literacy, including:</p> <ul style="list-style-type: none"> ▪ After school programs ▪ Highly trained learning support assistants ▪ Summer school courses (as funding is available) ▪ Middle and high school reading sections and CAHSEE intervention classes. ▪ SES services at Title 1 PI Year 2-5 schools ▪ AVID tutoring and staff development ▪ Support for Homeless students ▪ Class Size Reduction Teachers ▪ Counselors – Intervention at High Schools and FRC ▪ Assistant Principals and ETAP's ▪ Learning Link ▪ Tutoring and support for Indian Ed. students <p>Created a comprehensive district wide pyramid of interventions supporting all students, including those with identified special needs to increase student achievement in literacy. The intervention plan is a 3-tier model progressing toward a Response to Intervention (RTI) program.</p> <p>Supports CUSD Strategic Plan Objective 3.1.4</p> <ul style="list-style-type: none"> ▪ Provide teacher training and support in district approved research based interventions. ▪ Implement FastMath and Fraction Nation at AMAO 3 and Title 1 schools as a math intervention. 	<p><i>Timeframe:</i> 2011-2015</p> <p>DES</p> <p>Title I and AMAO 3 Schools</p> <p>Dir. Stu. Support/Staff Dev.</p> <p>Exec. Dir. State and Fed., PI Principals, Teachers</p> <p>DES, Principals, Teachers</p> <p>Exec. Dir. State/Fed.</p> <p>DES, Principals</p> <p>DES, Counselors</p> <p>DES</p> <p>Exec. Dir. Elem., School Readiness</p> <p>Exec. Dir. State and Fed.; TOSA</p> <p>TOSA's, Teachers, Instructional Aides</p> <p>TOSA, Principals, Teachers</p> <p style="text-align: right;">34</p>	<p>Teachers Aides, Liaisons, Clerks</p> <p>Teachers</p> <p>Contracts with state-approved SES vendors</p> <p>Tutors</p> <p>Bilingual Liaison, Sr. Staff Sec.</p> <p>Teachers Counselors</p> <p>Stipends</p> <p>Preschool Resource Teachers, Bilingual Comm. Liaisons, Nurse, Speech Path.</p> <p>Contract Resource Teacher</p> <p>Substitutes N/A</p>	<p>\$41/hr. (includes benefit costs) \$12-15k/yr. 17.5 hpw \$700,000</p> <p>\$381,151</p> <p>\$40,000</p> <p>\$68,000</p> <p>\$1,400,000 \$750,000</p> <p>\$300,000</p> <p>\$36,000 \$28,000</p> <p>\$110/day N/A</p>	<p>Title I, EIA, Title III</p> <p>Title II</p> <p>Title 1</p> <p>Title 1, Gift Acct.</p> <p>McKinney-Vento</p> <p>Title 1, QEIA Gen. Fund and Title 1 Gen. Fund</p> <p>Prop. 10, Title 1, Title III</p> <p>Indian Ed. Indian Ed.</p> <p>EIA, Title 1 N/A</p>
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10. Any additional services tied to student academic needs:

Supports CUSD Strategic Plan Objective 3.2

Continue to implement the following

- PAR teacher support
- Professional learning community efforts
- Learning support services (e.g. Special Education)
- BTSA/induction
- AB 472 training (Title 1)

Supports CUSD Strategic Plan Objective 3.3

- Alternative Education Programs

Supports CUSD Strategic Plan Objective 3.4

- Investigate CTE Career Technical Education Pathways

*Timeframe:
2011-2015*

TOSA, Teachers,
Principals, BTSA

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>A. CUSD will use Title III funds to provide the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> • Intervention programs (during the school day) <ul style="list-style-type: none"> – Train personnel – Purchase and develop intervention materials – Utilize Resource Teachers to provide on-going professional development • Support supplemental activities targeted to EL student needs <ul style="list-style-type: none"> – Train personnel – Purchase and develop research-based effective instructional materials – Utilize technology-based instructional materials <p>B. CUSD plans to use Title III funds to help EL students meet the State’s annual measurable achievement objectives by:</p> <p>CUSD Strategic Plan Objective 3.1.5</p> <ul style="list-style-type: none"> • Develop interventions for EL students who are not making adequate progress <ul style="list-style-type: none"> – Train personnel to provide intervention programs – Purchase and develop supplementary materials – Utilize Resource Teachers for elementary, middle, and high school on-going professional development – Train Resource Teachers, Content Teachers, and Special Education Teachers who work with English Learners in research-based methodologies. <p style="text-align: right;"><i>(continued)</i></p>

	<p style="text-align: center;">Required Activities</p> <p>Description of how the LEA is meeting or plans to meet this requirement.</p> <ul style="list-style-type: none"> • Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, English language arts and content area instruction to EL students • Improve the district relational database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress towards academic goals <p>C. CUSD is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and math. To ensure that EL students are making satisfactory progress. CUSD employs the following monitoring process: At the school sites:</p> <ul style="list-style-type: none"> • All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. The folder is updated regularly and accompanies the student as he/she changes schools. • An ELD Advisor is established at each site. The ELD Advisor meets once a month with personnel to discuss EL student progress and issues and meet once a month with the Director, Curriculum and Instructional Support to communicate site needs. • The site ELD Advisor is provided, gathers, and monitors EL student records, coordinates annual EL testing, advises teachers and the principal about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers, EL Committee and principal. • Each school's Single Plan for Student Achievement addresses the language and academic needs of the EL students. • The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, works with the ELD Advisor to schedule and attend ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students. • District TOSA's assist teachers, ELD Advisors and Principals in EL placement, issues regarding intervention, assessment, and progress monitoring of English Learners. <p style="text-align: right;"><i>(continued)</i></p>
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	<p data-bbox="170 205 203 1066">Description of how the LEA is meeting or plans to meet this requirement.</p> <ul data-bbox="227 136 495 1150" style="list-style-type: none"> <li data-bbox="227 136 324 1150">• Reports, generated by the CUSD Director of Curriculum and Instructional Support and the Director of Assessment and Evaluation twice yearly, document the language and academic progress of each EL student towards goals. Information from these reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the site and district levels. <li data-bbox="397 136 495 1150">• For students in Two-Way Bilingual Immersion Programs, additional testing of the Language Assessment Matrix (LAM) will be provided and scores analyzed and monitored. <p data-bbox="527 898 560 1150">At the district level:</p> <ul data-bbox="568 136 1242 1150" style="list-style-type: none"> <li data-bbox="568 136 625 1150">• All EL student information is recorded in a district database that is accessible to individual sites and ELD Advisors to input and download information. <li data-bbox="633 136 730 1150">• The Director of Curriculum and Instruction attends regular meetings with site principals to discuss district and site level plans for language and academic instruction for EL students. <li data-bbox="738 136 998 1150">• The Director of Curriculum and Instruction collaborates with each school yearly to monitor the implementation of the EL programs. At any time a difficult issue arises at the sites regarding program implementation, the Director of Curriculum and Instruction communicates with the administrator, and takes the necessary actions. Should a school experience difficulty in implementing the required EL services and interventions, the Director of Curriculum and Instruction and the site administration team will determine an “action plan” with agreed upon timelines for program implementation. <li data-bbox="1006 136 1063 1150">• The Director of Curriculum and Instruction holds monthly meetings with site ELD Advisors to discuss issues regarding EL program implementation. <li data-bbox="1071 136 1242 1150">• The Directors of Curriculum and Instruction and Assessment & Evaluation review the reports co-created by the site and district in regards to the EL students’ language and academic progress three times a year in secondary and twice each year in elementary. These reports are analyzed for successful progress towards the agreed upon goals.
Required Activities	

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ul style="list-style-type: none"> • The Assistant Superintendent of Education makes an annual report to the Board of Trustees on the language and academic progress of the EL students in the district. • District staff development is provided for administrative staff in the following areas: <ul style="list-style-type: none"> – EL Master Plan – Effective ELD and SDAIE strategies (for classroom observations) – Diversity and Equity training • District wide training is provided for the teaching staff in the following areas: <ul style="list-style-type: none"> – EL Master Plan components – Standards-based instructional planning for ELD, ELA and math <p>D. CUSD will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community birth through age 22.</p> <p>Title III funds will:</p> <ul style="list-style-type: none"> • Build capacity for strong parent involvement and student academic achievement through collaboration with the CUSD Family Resource Center, CUSD Learning Link, CUSD Adult School and the ELD Department. • Provide both written and oral translation in Spanish for parents who receive individual student assessment results and program descriptions according to legal requirements. • Provide classes for parents to develop skills, techniques and strategies to assist their children at home through CUSD Adult School and Family Resource Center. • Utilize “silent” oral translating machines for use at District ELAC and site ELAC meetings, along with parent trainings and events.

<p style="text-align: center;">Required Activities</p>	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p> <p>Title III funds will enhance the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> • ELD TOSA's will guide grade-level conversations regarding research-based scientifically proven methodologies and materials that meet identified EL student needs • Training for teachers in research-based methodologies for best practice in teaching English Learners • Provide intervention and purchase materials specific to English Learners. Instructional aides will be trained to assist in working with English Learners. Progress monitoring will occur and will drive decision-making regarding who will receive intervention services. • At the secondary level, an intervention curriculum will be implemented, teachers trained and TOSA's will be available to support implementation.
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<p style="text-align: center;">Required Activities</p>	<p>3. <i>Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</i></p> <ol style="list-style-type: none"> a. <i>designed to improve the instruction and assessment of LEP children;</i> b. <i>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</i> c. <i>based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</i> d. <i>Long term effect will result in positive and lasting impact on teacher performance in the classroom.</i> 	<p>In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based staff development program. Title III funds will be used to design a staff development plan that will promote:</p> <p>Supports CUSD Strategic Plan Objective 3.1.5</p> <ul style="list-style-type: none"> • A vast repertoire of strategies for literacy instruction (Project GLAD) • Research-based best practices for reading comprehension • Ability to systematically identify/develop resources for differentiating instruction in teaching reading, writing, listening and speaking (Project GLAD) • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessments • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>The Staff Development plan will provide extensive, on-going, training and coaching for teachers who teach English Learners, specifically on the ELA standards, ELD standards, California content standards, district standards-based curricula and adopted materials, and standards-based instruction and materials.</p> <p>Title III funds will be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:</p> <ul style="list-style-type: none"> • SIOP • Project GLAD • Curriculum planning • ELD/ELA connections; Differentiated instruction; Grouping models; Standards-based lesson planning, backward mapping design; Subject matter projects
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Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	
4. Upgrade program objectives and effective instruction strategies.	<p>Yes or No Yes</p> <p>If yes, describe: Collaborate with stakeholders at least 4 times a year to: Supports CUSD Strategic Plan Objective 1.2</p> <ul style="list-style-type: none"> • Review intervention programs for elementary • Monitor intervention programs for secondary • Research/implement a professional development program for all teachers • Review disaggregated data • Evaluate student progress • Determine the efficacy of programs for EL students utilizing the CPM and self-assessment documents provided from the State.

	Description of how the LEA is meeting or plans to meet this requirement.
<p>5. Provide –</p> <ul style="list-style-type: none"> a. <i>tutorials and academic or vocational education for LEP students; and</i> b. <i>intensified instruction.</i> 	<p>Yes or No Yes</p> <p>If yes, describe:</p> <p>Supports CUSD Strategic Plan Objective 2.2.1 and 3.1.4</p> <p>CUSD will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students, at sites based on the academic and linguistic needs of their EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting redesignation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, and word analysis and vocabulary development. The Intervention program will be designed to support and complement the students' regular English Language Arts/English Language Development and core content instructional program.</p> <p>In addressing the needs of the identified students, the Title III Intervention program will use consistent, research-based, systematic instruction to:</p> <ul style="list-style-type: none"> • facilitate the acquisition of new knowledge and vocabulary expressed in higher levels of reading and writing • allow students to read and comprehend fiction and textual materials • enjoy reading • engage in meaningful reading and writing • do expository, narrative, response to literature and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards) <p>Instruction will be designed and adapted using information from on-going formal and informal assessment of each student's strengths and needs.</p> <p>Title III funds can be used to pay for an intervention teacher and/or instructional aides and district resource teachers at sites where one is needed.</p>

<p>Allowable Activities</p>	<p>6. <i>Develop and implement programs that are coordinated with other relevant programs and services.</i></p>	<p>Yes or No Yes</p> <p>If yes, describe: Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs:</p> <ul style="list-style-type: none"> • Current, existing intervention programs • EIA 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>7. <i>Improve the English proficiency and academic achievement of LEP children.</i></p>	<p>Yes or No Yes</p>	<p>If yes, describe: CUSD plans to develop and implement a comprehensive model of instruction and assessment that will provide administrators, ELD Advisors, and teachers:</p> <p>Supports CUSD Strategic Plan Strategy 3.1</p> <ul style="list-style-type: none"> • A vast repertoire of strategies for literacy instruction • “Scientifically-based, research-based best practices” for reading comprehension • The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessments • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>Through extensive, on-going, training and coaching for administrators and teachers at all levels our EL students will demonstrate improvement in English proficiency and academic achievement.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>

Description of how the LEA is meeting or plans to meet this requirement.	
<p>8. <i>Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</i></p> <ul style="list-style-type: none"> ○ <i>To improve English language skills of LEP children; and</i> ○ <i>To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</i> 	<p>Yes or No Yes</p> <p>If yes, describe: CUSD is committed to providing parents of English Learners access to community participation programs, family literacy services, parent outreach and training activities to English Learners and their families for the purpose of improving language development and academic achievement and to provide information to at-risk students.</p> <p>Supports CUSD Strategic Plan Objectives 1.1.2 and 2.2.2</p> <ul style="list-style-type: none"> • Learning Link, birth to age 5 parent outreach program that focuses on teaching parents how to promote literacy with their children • Collaborate with CUSD adult Education to implement a parent program that assists in the navigation of the school system in the United States, which will lead to academic achievement (10 Commandments) • Provide “10 Commandments” to parent leaders by parent leader at DELAC meetings.
<p>Allowable Activities</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>

Allowable Activities	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Title III funds will be used to help fund the development of a website for the District's ELD Department that will provide links to Project GLAD, Orange County Department of Education, the California State Department of Education, West-Ed and will include listings of:</p> <p>Supports CUSD Strategic Plan Objective 1.2.2</p> <ul style="list-style-type: none"> ● Adult ELD classes ● Parent orientation classes ● Other parent education classes ● Program descriptions of services offered at each site ● Information about parent rights <p>Video clips of:</p> <ul style="list-style-type: none"> ● Research-based instructional practices by grade level and content area <p>This website will make available parent letters in Spanish as well as English.</p>
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	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>N/A</p>	<p>If yes, describe:</p>
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<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> <p><i>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</i></p> <ol style="list-style-type: none"> <i>the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</i> <i>the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</i> <i>the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</i> <i>how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</i> <i>how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</i> <i>the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</i> <i>in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</i> 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <p>Supports CUSD Strategic Plan Objective 1.3.1</p> <ol style="list-style-type: none"> The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, it is important to record CST and/or other academic information, GPA, and results of other district assessments) The method of instruction the student will receive (program description that includes information on time in ELD and materials to be used, and authorization of teacher) How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences) How this program design helps their child learn English (emphasis on ELD component, training of teachers) Specific exit requirements (what are the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.
Required Activity	

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> <p><i>h. information pertaining to parental rights that includes written guidance detailing –</i></p> <p><i>i. the right that parents have to have their child immediately removed from such program upon their request; and</i></p> <p><i>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</i></p> <p><i>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</i></p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>h. Parental rights provide parents to request a mainstream English program for their child but not to waive services and/or bilingual language assessment. Parents may also request for their child an alternative program such as Alternative Bilingual or Primary Language/Instruction Program.</p> <p>Title III funds will be used to hire Bilingual Community Services Liaisons at the district and school sites who will be available to parents to ensure full understanding of this information.</p> <p>Furthermore in CUSD:</p> <ul style="list-style-type: none"> • While the student is being assessed, the parents receive a personal, private interview with a bilingual Spanish liaison. At this time they will receive a detailed explanation of the procedures and EL program placement options. When testing is completed, parents receive their child's scores, the rationale for identification as EL or FEP, and an explanation of their child's suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both orally and in writing. • Following initial placement, progress is formally evaluated at two intervals during the year, and parents are informed in writing of their child's scores (report cards) and any changes in program or classification. • Site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement. • Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual teachers are available for individual mini-conferences with parents with concerns or questions. These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.
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Required Activity

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> <p><i>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</i></p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>For students who enroll after the beginning of the school year, this process will take place within 30 days of being placed in a language program.</p>
<p>LEA Parent Notification Failure to Make Progress <i>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</i></p>	<p>If the District or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual Liaisons will make phone calls to parents with a follow-up written letter to answer any questions the parents may have and to inform them of their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Child care, refreshments, and translation will be provided.</p>

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>1. <i>Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</i></p>	<p>Yes or No Yes</p> <p>If yes, describe: Title III funds will be used to provide an extensive program of parent outreach and training. These sessions will be conducted in the targeted language and at various locations throughout the District. Child care, refreshments and transportation will be provided. Additional parent outreach will include: Supports CUSD Strategic Plan Objective 2.2.2</p> <ul style="list-style-type: none"> • 10 Commandments • Padres Promotores

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>2. <i>Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</i></p>	<p>Yes or No No</p> <p>If yes, describe:</p>

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
<p>3. <i>Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</i></p>		

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
<p>4. <i>Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</i></p>		

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p> <p>5. <i>Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</i></p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p> <p>6. <i>Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</i></p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>7. <i>Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</i></p>	<p>If yes, describe:</p> <p>Yes or No</p> <p>No</p>

A focus on learning for all:

- All teachers participate in collaborative teams focused on student learning, meeting at least once weekly. Ongoing implementation of a professional learning community's model.
- Ongoing professional development on standards-based instruction (district-wide and site-embedded) is supported through a number of structures and the district's professional learning community emphasis. Identified and rolled out "power standards" and is in process of supporting content area teams to design backward planned units that incorporate those prioritized standards and monitor their attainment.
- The district employs an integrated approach for the development and implementation of professional growth goals based upon student data, and an ongoing emphasis on the development of professional learning communities.
- There is a high degree of comprehensive support and professional development for beginning teachers. (BTSA/Induction)

A focus on closing the gap:

- Many teachers, particularly those serving students with special needs and in Title I schools, have received extensive training in research-based literacy instruction (SB472) and the use of standards-based materials.
- Provided extensive training in strategies for working with English Learners (AB2913, GLAD strategies, Academic Language) to K-12 teachers and

Leadership

- The district needs ongoing leadership training (principals and teacher leaders) in the analysis of data, design and implementation of intervention programs, facilitating collaboration, and guiding the work of teams toward high levels of learning for all students.

Curriculum Alignment and implementation of standards-based curriculum

- Sites need support in the analysis and use of both formative and summative assessment as it relates to the improvement of student learning.
- Teacher teams need support in the use of backward planning to design and implement units focused on prioritized (power) standards

Implementation of best practices across all schools

- There continues to be a need for support with implementation of best practices, particularly in the areas of student engagement, fidelity to core program instruction, and formative assessment

Strategies for special needs students/closing the gap

- Sites have an ongoing need to implement systematic academic and behavioral interventions for students in all grades, including those designated as having special needs leading to a districtwide "Response to Intervention" model.
- Support needed to effectively implement strategies for closing the gap for significant subgroups (i.e. English Learners and Special Education students) in literacy and mathematics.

administrators.

- Schools' Single Plans for Student Achievement (SPSA) at each site embed collaborative goals focused upon increased student achievement based upon student assessment data. Action plans that include embedded professional development are created and implemented by grade level and department teams.
- CUSD is a nationally-recognized center for GLAD (Guided Language Acquisition Design) Training and other EL authorization professional development.
- Integrated technology training and ongoing support has been made available at the elementary and middle school site level (e.g. EETT grant - Write Away); each school has a lead teacher (Site Technology Coordinator) for technology.

Leadership Training and Support:

- The district has implemented ongoing professional development for administrators, highlighting leadership and continuous improvement in student achievement, including data-driven decision making through a professional learning communities model.

Training of Paraeducators:

- Many paraeducators participate in training specific to interventions for students, strategies for working with special needs (i.e. behavior/autism) and other areas.
- The district has implemented a Paraeducator career ladder training program provides in-depth training (45 hours) to classified instructional employees/instructional assistants.

- Additional training in the area of Writing and other areas if academic literacy (i.e. academic language /vocabulary) for K-12.
- Ongoing training on student interventions leading to passage of the CAHSEE
- Refinement of professional development programs for paraprofessionals, particularly those working with special needs students

Performance Goal 3: All students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <i>How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</i></p> <p>Supports CUSD Strategic Plan Objective 3.1.1</p> <p>Using assessment data to steer its design, Capistrano Unified School District provides its professional development with results in mind, and focuses on increased student achievement along the content area standards. In the context of a professional learning community model, all professional development activities are aligned to the California Content Standards and support increased student achievement. Both site-based embedded professional development and district-wide training is used. Additionally, individuals who are in the induction program receive training and support in standards-based instruction through the CUSD BTSA/Induction program.</p> <p>Most recently, professional development funds have been used to align district curriculum and assessments to the state academic content standards. In 2007-2008, the district had a cadre of expert teachers identify its "power standards" in K-12 core academic areas. Following the identification of those power standards, the district implemented a "trainer of trainers" model to review the power</p>	<p>Director, Staff Development</p> <p>Site Administrators</p> <p>District Resource Teachers</p>	<p>Additional assignments</p> <p>Trainer stipends</p> <p>Materials</p> <p>Substitutes</p>	<p>\$500,000 per year</p>	<p>Professional Block Grant,</p> <p>EIA Funds</p> <p>Title I Funds</p> <p>Title II Funds</p>

standards and provide practice in the “unwrapping process. In 2008-2009, sites were provide with support and training to embed power standards in backward planned units that integrated the use of common formative and summative assessments and trained teachers in their use in order to increase student learning.

In addition, the process by which teachers participate in the development of their learning team goals and subsequently their school’s Single School Plan includes the use of student data from both the state’s content standards assessments (CST’s), as well as more specific content area measures (e.g. DIBELS). From this data, school teams develop action plans within which are specific professional development activities designed to result in increased student achievement. Areas of needs are prioritized and from these topics, series/strands of trainings are developed and implemented. Each school’s single plan includes an examination of student achievement data, and goals/actions designed to increase identified areas of need.

Additionally, the district has utilized intensive standards-based training for all teachers serving Title I and Special education students (SB472) in language arts and mathematics (Title I only).

In the past, the district utilized its Staff Development Block Grant to fund additional pay assignments for professional development provided to teachers outside of the instructional calendar. Due to categorical flexibility this practice has been suspended, however, districtwide professional development has been provided in specific areas as needs (e.g. mathematics). In addition, every site continues to use its embedded professional learning time to work collaboratively toward increased student achievement (ACE time).

The district has also designed and employed a standards-based report card in Grades K-5.

<p>2. <i>How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</i></p> <p>All professional development will be designed to address students' needs utilizing research-based practices. In addition, through the use of effective professional development design (i.e. backward planning based upon student needs), the district and individual sites will implement adult learning activities that will be evaluated on the basis of their impact on student learning</p> <p>Examples of this focus can be seen throughout its systematic approach to professional development. Since 1998, Capistrano Unified has placed a high degree of emphasis on all teachers in Grades K through 12 becoming competent in the area of literacy instruction based on research that correlates student achievement with increased academic literacy. Every district teacher participates in literacy instruction training.</p> <p>Over 10 years ago, the district designed a 45 hour Reading Instruction Certificate (RIC) based on research-based practices in literacy. Through the RIC Certificate Program, teachers receive training to provide direct instruction strategies emphasizing phoneme awareness, phonics, spelling, and vocabulary, as well as additional training in the use of assessment. In addition, the district adopted a Balanced Literacy Model (elementary) and Academic Literacy (secondary) which embed key strategies for reading comprehensions, effective writing traits, and word study. Furthermore, the adopted texts have demonstrated links to scientifically-based research.</p> <p>In addition, the district has identified key programs and strategies that are strongly supported by research, and has placed significant emphasis on the strategic implementation with monitoring of fidelity.</p>	<p>Directors, Instructional Support and Staff Development, Curriculum & Instruction Executive Director, State and Federal Programs</p>	<p>Trainer stipends Materials Substitutes</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>
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<p>3. <i>How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</i></p> <p>Using current student achievement data from multiple sources, each school developed an annual single school plan designed to promote continuous improvement in student achievement. These plans specify SMART goals for each grade level or major department in the areas of literacy and mathematics. Action plans are developed for each area, specifying collaborative learning activities (i.e. embedded professional development) and aligning them to the targeted outcomes. Every teacher in every school participates in the process as part of their learning team. They specifically develop action plans to address the needs of students who are not learning at grade level, including ongoing interventions within class and after school. These site level actions are monitored as the district examines student learning on a longitudinal basis using multiple measures to monitor needs throughout the district.</p>	<p>District level support Site administrators School Learning Community teams</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>
<p>4. <i>How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</i></p> <p>Supports CUSD Objectives 3.1.1 and 3.1.5</p> <p>All professional development activities will be coordinated to avoid duplication and provide consistent emphasis on increased student achievement. All professional development activities, including district-wide and site-based embedded learning, will be structured to support the improvement of teacher quality and</p>	<p>District level support Site administrators School learning teams</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>

<p>student learning. The sites' Single Plans for Student Achievement (SPSA) and the district's Major District Objectives, both of which are based upon student learning data, will continue to serve as the guide for the design and implementation of professional development activities.</p>				
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<p>5. <i>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</i></p> <p>CUSD will continue to design and implement learning activities to all teachers and administrators using the following learning vehicles:</p> <ul style="list-style-type: none"> • Weekly Collaboration of Learning Community Teams • Professional Development Academies/After-school staff development activities focused on high need areas • Site-based staff development activities including site coaching by content area experts when available • Embedded professional development with collaborative learning teams • ACT Meetings (Administrative Curriculum Training) • Ongoing support and training for new administrators, department chairs, and grade level leads • University Partnerships for advanced degrees, including administrative credentialing <p>Key areas for training will include:</p> <ul style="list-style-type: none"> • Specific training for content area teachers in academic 	<p>District level support people Site administrators School Learning Community teams</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>

<p>language development/SDAIE</p> <ul style="list-style-type: none"> • Specific training for strategies in mathematics instruction • Specific training of teachers working with students with special needs, including English Learners and Special Education students, in order to close the achievement gap in literacy and numeracy <p>These areas will be supported through a number of vehicles, including direct training, coaching, and embedded professional development. Throughout each will be threaded content on formative assessment, data analysis, and working collaboratively to support student learning.</p>				
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<p>6. <i>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</i></p> <p>District office support staff and resource teachers will work with school site administrators and teachers to provide training to teachers to help them integrate technology into their daily lessons. The Site Technology Coordinator (STC) program will continue to be expanded and assist in this effort.</p>	<p>District level support people</p> <p>Site administrators</p> <p>School learning teams</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>
<p>7. <i>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of</i></p>	<p>District level support people</p> <p>Site administrators</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>

<p><i>technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)</i></p> <p>The district has developed its Technology Plan with a focus on the strategies outlined through CTAP. Using the school site's technology plan as a guide, including the administrator and classified employees. Library/Media personnel also receive training through the district's TIS department and Instructional Media Center. In addition, all district administrators and teachers have access to ongoing training and support through the district's Technology Training Center, the Professional Development Academy, and the offerings through Orange County Department of Education. Additionally the district has implemented Project COMPEL and Write Away, both of which place significant emphasis on the integration of technology to support and enhance student learning within core curriculum areas.</p>	<p>School learning teams</p> <p>Technology Lead Teachers</p> <p>Technology Instructional Support</p>		
<p>8. <i>How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</i></p> <p>Each school site engages in the Single School planning process which examines student achievement data and designs activities, including professional development, that are aligned with specific and measurable goals. As part of this process, input from all stakeholders is utilized, and includes parent surveys, focus groups, interviews, and other forms of input.</p>	<p>District level support people</p> <p>Site administrators</p> <p>School learning teams</p> <p>School Site Council</p> <p>Curriculum Action Group</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>
<p>9. <i>How the LEA will provide training to enable teachers to:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</i> <input type="checkbox"/> <i>Improve student behavior in the classroom and identify</i> 	<p>District level support Staff</p> <p>Site administrators</p> <p>School learning teams</p>	<p>See Reading and Math Section Goals</p>	<p>See Reading and Math Section Goals</p>

<p><i>early and appropriate interventions to help all students learn;</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Involve parents in their child's education; and</i> <input type="checkbox"/> <i>Understand and use data and assessments to improve classroom practice and student learning.</i> <p>All curriculum and professional development activities are designed to ensure that the needs of <u>all</u> students are addressed, that teachers are empowered with powerful teaching strategies to meet diverse needs based upon current assessment information, and that parents are empowered in the process of educating their children.</p> <p>For several years, there has been significant emphasis placed on teachers' completion of SDAIE training in order to effectively address the needs of English Learners. The district has the distinction of being a Center for GLAD (Guided Language Acquisition Design) Training thus assisting other districts.</p> <p>The district has created a task force to identify a long-range plan for its Response to Intervention (RTI) implementation. The district also received a federal grant providing teachers of special needs students with intensive professional development in the area of literacy (SETPD). District-wide efforts have examined further ways in which the unique needs of learners can be addressed through quality professional development.</p> <p>The Positive Behavior Interventions and Support (PBIS) training was in response to assessed needs, and has been successfully implemented at the majority of schools within the district.</p>	<p>School Site Council</p>		
<p>10. <i>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</i></p> <p>Title II funds will be used to support teachers to become highly qualified and prepared for instruction.</p>	<p>Personnel staff and Education Services staff</p>	<p>Trainings Paperwork to trace teacher credentials</p>	<p>\$100,000 Title I Title II</p>