

District Name: LUCIA MAR UNIFIED SCHOOL DISTRICT CD Code: 4068756

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

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

*The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 13, 2011, if your LEA received a September 2010 notice letter, or **within 120 days** of receiving a February 2011 notice letter documenting a change in status. The Plan Addendum should:*

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
The District's 2003-2008 LEA Plan is outdated due to the delay in federal re-authorization of NCLB. Like most districts, we have been anticipating the re-authorization of ESEA and a new LEAP requirements/template which has been delayed now for the past three years. Nevertheless, efforts have been made to update and improve the outdated LEAP as appropriate.	LoCoco		N/A	N/A

An analysis of district STAR data, revealed the following student needs:

API:

- Lucia Mar Tested: 7,878 LEA
- 55% White/38% Hispanic 48% Free/Reduced Lunch
- Base API: 815 Growth = 13 Met Grad Criteria? Yes
- Significant sub-groups: Asian 898, Hispanic 752, white 854, two or more races 859, socio-economically disadvantaged 753, English learners 715, and students with disabilities 616.

AYP:

- Did not make AYP... made 26/34 AYP criteria
- AMO's: LEA Yes
 - Asian: Yes ELA and math
 - Hispanic: No ELA (45.2%) and math (53.6%)
 - White: Yes ELA and math
 - Two/more races: Yes ELA and math
 - Econ. Disadvantaged: No ELA (46.2%) and math (54.7%)
 - English Learners: No ELA (37.6%) and math (48.2%)
 - Student's w/Disabilities: No ELA (35.7%) and math (38.2%)

Our API remained strong with a 13 point gain in API. However, the achievement gap between white/Hispanic and white/socio-economically disadvantaged students remains large at 63 and 62 points. The gap is even larger between white and English learners at 100 points.

The district did not make AYP, meeting only 26 of the 34 criteria. Once again the significant subgroups fell short of the targets for 2010.

The district completed the District Assistance Survey (DAS) last spring and this fall, and determined the following:

Governance

- Full implementation - A1, A2,A6, A7,A8, A9
- Partial Implementation – A3, A4, A5

Alignment of Curriculum, Instruction, and Assessment

- Full implementation – B4, B5
- Partial Implementation – B1, B2, B3,

Fiscal Operations

- Full implementation – C1, C2, C3

Parent and Community Involvement

- Full implementation – D1, D2, D3, D4

Human Resources

- Full implementation –E1, E2, E4, E6, E7

<ul style="list-style-type: none"> • Partial Implementation – E3, E5 <p>Data Systems</p> <ul style="list-style-type: none"> • Full implementation – F1, F3, • Partial Implementation – F2 <p>Professional Development</p> <ul style="list-style-type: none"> • Full implementation – G2, G3, G4, G5, G6, G7 • Partial Implementation – G1, G2, G8 <p>Each school year, the district reviews the district STAR data and analyzes student achievement results and needs. The annual goals set at this time address these needs and align with Board goals. The DAC and DELAC have a strong voice in this process.</p> <p>Each school year, every school site reviews STAR student data in August and sets goals based on the needs of the students. Teacher teams meet regularly throughout the school year to review common assessment results each quarter. Grade level teams meet weekly to review classroom data. PLC time for this is both built into the school day and provided as release time. Students who are below proficient are provided with a variety of interventions and additional time and support, and closely monitored for progress.</p> <p>The Single Plan for Student Achievement (SPSA) at each school is reviewed and revised each year by staff to reflect student achievement and student needs, goals for the year, and action plans to achieve those goals. Parents, students, staff and community have a voice in the school community and SPSA plan development and decisions.</p> <p>The DAC and DELAC oversee the work of the school sites' SSC and ELAC groups.</p>				
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2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at	Persons Involved/Time line	Related Expenditures	Estimated Cost	Funding Source
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http://www.cde.ca.gov/ta/ac/ay/aypreports.asp				
<p>The following strategic academic goals were developed by a team of district and site leaders following an extensive analysis of student achievement results including CST data, formative assessment data, DIBELS, CELDT and ELLSSA data,. The District Advisory Council (DAC) and District English Learner Advisory Council (ELAC) provided input and approval for these goals.</p> <p>Strategic Goal #1: Ensure All Students Make Academic Progress in Core Subjects as well as 21st Century Skills</p> <p><u>Metrics/SMART Goals:</u> Goal #1: By June 10, 2011, Lucia Mar and all schools will meet their Adequate Yearly Progress growth targets, including the targets for all significant subgroups with a special emphasis on growth for our English Learners.</p> <p>Goal #2: By June 10, 2011 at least 70% of our students will be proficient at the 70% level on grade level or subject district common formative assessments in each core subject, including writing, which will be given at least twice each year.</p> <p>Goal #3: By August 2011, students in advanced classes will improve their performance at each level on the appropriate assessment: <u>-High Schools:</u> The percentage of students taking HS AP exams will increase by 5% (from 721 students to 757 students), and the percentage of students scoring at a 3, 4 or 5 will be at or above 70% at AGHS and NHS. <u>-Middle Schools:</u> The percentage of 8th graders taking Algebra I or Geometry will increase by at least 5 percentage points. <u>-Elementary Schools:</u> The percentage of sixth graders scoring 90% or higher on the Summative Math Test will increase from 18% to 20%; the percentage of students scoring 80% or higher will increase from 37% to 45%.</p> <p>Goal #4: By June, 2011, the percentage of students eligible to take college credit-worthy English and Mathematics classes, as measured by EAP results and Community College Entrance Exams, will increase by 5%.</p>	<p>August – Sept 2010</p> <p>Site Principals</p> <p>District Curriculum staff</p> <p>Teacher Leaders</p> <p>DAC and DELAC</p> <p>Community</p> <p>Parents</p> <p>SSC and ELAC groups</p> <p>Governing Board</p>	<p>Publication Costs</p>	<p>\$1000</p>	<p>GF</p>

<p>Goal #5: By June 10, 2011, the district will develop rubrics for at least two of the seven 21st Century Skills as well as develop initial plans for professional development to help teachers teach these skills.</p> <p>Based on these district goals, each school site principal and staff with input from parents and the School Site Council (SSC) and English Learner Advisory Council (ELAC) develops site specific goals and action plans based on their site student achievement results. Each school site develops a Single Plan for Student Achievement (SPSA) each year as required by law. Goals, action plans and fiscal resources are carefully aligned to achieve results.</p> <p>The main portions of the district plan were last written in 2003 for the years 2003-2008. It was not regularly updated by then district staff, and does not adequately reflect the current reality for Lucia Mar. New staff did attempt to update the plan in June 2009. During the 2010-2011 school year, we anticipated receiving the new LEAP template based on the new NCLB authorization. If no such template is provided by June 2011, we will develop a new, more relevant LEAP during Fall of 2011... regardless.</p> <p>Title III Addendum was developed last year, and has been updated this year by the DELAC and EL Master Plan Council. The EL Master Plan should be completed by August 2011.</p>	<p>Fall 2010 August 2011 LoCoco Markarian</p>	<p>Clerical support Publication</p>	<p>10,000 release time</p>	<p>Title I 3010 EIA 7090</p>
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3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on our needs assessment using the District Assistance Survey (DAS), we determined that our priorities must be focused on strengthening implementation district-wide - with fidelity - of the Nine Essential Program Components supporting student achievement. Our Lucia Mar culture of individual school site autonomy is no longer appropriate in this era of high-stakes accountability.</p>	<p>Fall 2010- June 2011 LoCoco Principals DAC/DELAC</p>		<p>N/A</p>	<p>N/A</p>

<p>1. Use of standards-based State Board of Education SBE-adopted (K-8) or standards-aligned (9-12) English/reading/language arts and mathematics instructional materials, including intensive interventions and English Language Development materials.</p> <p><u>Challenges:</u> instructional materials funds were swept and flexed and all new adoptions placed on hold.</p> <p><u>Strategy:</u> assessed and “made whole” 2002 K-6 ELA and 2003 math curriculum needs. Evaluated and purchased intensive intervention and ELD curriculum in alignment with proposed new adoption.</p>	<p>Aug. - Dec. 2010</p> <p>LoCoco King/Markarian Littlefield- Halfman/Foster</p>		<p>533,000</p>	<p>Lottery 6300 IMRFP 7156</p>
<p>2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.</p> <p><u>Challenge:</u> Adequate staffing to provide intensive intervention support and ELD instruction</p> <p><u>Strategy:</u> Each school built systematic intervention time into the school day, as well as provided additional time and support through extended day opportunities. Of particular value were Saturday School sessions, Winter Break Academy, Spring Break Academy and Summer Academy. These academies were limited to small groups of carefully selected below-proficient students. For some students, participation extended their school year by 30 days of targeted instruction.</p>	<p>Nov.-Dec. 2010 Stenson LoCoco Principals</p>	<p>Intervention teachers</p>	<p>592,500</p>	<p>SFSF Jobs Bill</p>
<p>3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.</p> <p><u>Challenge:</u> culture of school and teacher autonomy</p> <p><u>Strategy:</u> district-mandated common instructional/assessment pacing guides for ELA and Math, by grade level at K-6 and by subject area English, Math, Science, social studies and science in Grades 7-12 have been developed.</p>	<p>King Little-field- Halfman</p>	<p>2 K-6 PD days</p>	<p>42,000</p>	<p>Title II 4035</p>
<p>4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional</p>	<p>Sept. 2010 June 2011 LoCoco</p>	<p>AB430</p>	<p>36,000</p>	<p>Title II 4035/4036</p>

<p>development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.</p> <p><u>Challenge:</u> many new administrators, lack of time</p> <p><u>Strategy:</u> All new administrators are participating in AB430 training through Santa Barbara County office of Education. Monthly Principal and Cabinet (PAC) meetings are held which focus on professional development and leadership. Principal Forums are held on an as-needed basis to address training needs.</p> <p>5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.</p> <p><u>Challenge:</u> not all teachers had completed their CLAD authorization, SSSD funds flexed.</p> <p><u>Strategy:</u> district mandated CLAD completion; district reimbursements, incentives and lay off/hiring practices for CLAD completion. All teachers will have their CLAD by Sept 2011.</p> <p>6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.</p> <p><u>Challenge:</u> staffing cuts in Curriculum resulted in only three staff members remaining to do the work of many- one assistant superintendent, one director and one BTSA teacher on Assignment (TOSA).</p> <p><u>Strategy:</u> The Cabinet and Board approved additional staffing for Curriculum in order to better support district and site goals...an Assessment TOSA, an English Learner TOSA, a Math TOSA, and an ELA TOSA. In addition, each elementary school received one fulltime Intervention TOSA.</p> <p>For the 2011-2012 school year, three TOSA's will continue their work-</p>	<p>July 2010 - June 2011 Human Resources</p> <p>Aug. 2010- June 2011 Stenson LoCoco TOSA's</p>		<p>XXX</p> <p>200,000</p>	<p>XXX</p> <p>SFSF Title II 4035</p>
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<p>ELA/Assessment TOSA, BTSA TOSA, and English Learner TOSA funded from district categorical funds.</p> <p>7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted programs.</p> <p><u>Challenge:</u> Culture of autonomy, no centralized assessment system beyond STAR.</p> <p><u>Strategy:</u></p> <ul style="list-style-type: none"> Continued use of SOAR data system at the secondary level. Development of 1) a K-8 district-managed assessment system and 2) development of site managed high school assessment system to support three times yearly common formative assessments. This first pilot year went extremely well; the system of assessment, scoring, data reporting will be fully implemented in 2011-2012. All elementary schools received follow up training in the use of Data Teams, the data team process, and effective use of data to guide instruction strategies and allow for intervention loops. A site-based high school Assessment TOSA was added mid-year at AGHS to support the use of common assessments, scoring of the assessments, and data reporting at the high school level. AGHS purchased the Apperson scanner so that data could be better scored and analyzed on site. The Assessment TOSA's at both NHS and AGHS have led the process of developing course outcomes in alignment with the district's priority standards, common pacing guides, and common assessments on the core subjects. Great progress has been made and the two TOSA's will continue this work in the 2011-2012 school year. <p>8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.</p> <p><u>Challenge:</u> finding time in the school day for teacher collaboration</p>	<p>July 2010 June 2011 Stenson/ Havemose King Blum/Dunahoo</p> <p>Aug-June 2011 Principals</p>	<p>ITS/Technology Aeries/SOAR Print Costs Forms/Extra Duty</p> <p>Release Time Hourly Costs</p>	<p>80,000 8,000</p> <p>Included in 6.1</p> <p>45,000</p> <p>Varies by site</p>	<p>Title I 3010 EIA 7090</p> <p>Title I 3010 EIA 7090</p> <p>Title II 4035</p> <p>Title I 3011 ARRA EETT Site categorical funds</p> <p>Title I 3010 Title II 4035</p>
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<p>teacher and classroom resources was completed and all missing essential resources were purchased. The complete Grades K-1 teacher resources were purchased as these grade levels did not receive the full adoption back in 2003. In addition, the updated Houghton Mifflin materials for the 2003 adoption (Medallion) were purchased for Grades K-6. Medallion provided updated teacher editions, standards-based assessments and new student consumable resources.</p> <ul style="list-style-type: none"> • 2003 Math: Harcourt Brace: a comprehensive inventory of teacher and classroom resources was completed and all missing teacher essential resources were purchased. • 2009 Math: Macmillan/McGraw/Hill: After a comprehensive review of math curriculum, Macmillan/McGraw/Hill was selected by the district/teacher review committee and approved by the Governing Board for Grades K-8. However, due to the budget crisis only the new curriculum and materials for grades K-2 were approved for purchase. 		<p>“Fix ELA” Purchasing the Medallion update provides 7 years of free student consumables once again</p>	<p>66,000</p>	<p>IMRFP 7156</p>
<p>3. Intervention Curriculum In order to better support intervention strategies for below proficient students, we purchased the Houghton Mifflin Medallion Reading Toolkits and leveled readers. These targeted instructional materials provide classroom teachers, literacy tutors and intervention teachers with the resources to re-teach standards for mastery.</p>	<p>LoCoco King</p>	<p>“Fix math”</p>	<p>4,100</p>	<p>IMRFP 7156</p>
<p>4. ELD Curriculum The Houghton Mifflin Medallion ELD curriculum (all grade levels) was purchased for all elementary sites. In addition, the EL TOSA and a team of teachers are developing Systematic ELD lessons for K-6 for Fall implementation. The lessons will be piloted during the upcoming Summer Academy to be held at two schools with high English Learner populations.</p>	<p>LoCoco Markarian/King</p>	<p>N/A</p>	<p>N/A</p>	<p>Leveled Readers from new edition Literacy Toolkit Vocabulary readers from new edition</p>
<p>5. Secondary Curriculum A review of middle school/high school curriculum and materials determined that secondary curriculum and resources are adequate. A new ELD curriculum had been reviewed, adopted and purchased two years ago- Hampton-Brown <i>Edge</i> and <i>Inside</i>.</p>	<p>LoCoco Secondary Assistant Principals</p>	<p>Sufficiency</p>	<p>40,500</p>	<p>Lottery 6300</p>
<p>6. Improve Assessment Practices A second top priority for the district was to improve ongoing monitoring of student learning, district-wide.</p>	<p>Stenson</p>	<p>Sufficiency</p>	<p>N/A</p>	<p>Lottery 6300</p>
			<p>See 3.7</p>	<p>See 3.7</p>

<ul style="list-style-type: none"> • Three K-6 common formative assessments in ELA and math, and two 7-8 common formative assessments in the core subjects of ELA, math, social studies and science were developed last year, and have undergone extensive revision and refinement this year. • A district data analysis system for K-6 was developed and implemented. The new system provides timely scoring of pre and post- assessments, and collates data into classroom teacher reports, grade level reports, and school-wide reports. Since the new system interfaces with Aeries, the district data management system, reports can include a comprehensive collection of specific student data including STAR, CELDT, IPT, and ADEPT data. • A district common assessment data system for high school is under development which merges Aeries, site generated data (Apperson reports), CAHSEE and STAR data. The system should be fully operational at both comprehensive high schools in the fall. <p>Since the data systems are both district-based, data analysis and reports are timely, responsive, and comprehensive.</p>	LoCoco King Littlefield Halfman Foster Markarian Blum Dunahoo Havemose			
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5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Persons Involved/Timeli ne	Related Expenditures	Estimated Cost	Funding Source
District-wide K-6 Professional Development: <ul style="list-style-type: none"> • All K-6 teachers participated in 6 full days of professional development and collaboration designed to strengthen core instruction. Sessions focused on supporting implementation of Houghton Mifflin, aligning common assessments and use of data from common assessments, and use of data from math benchmarks/target quizzes. This was a huge commitment of 	LoCoco King Little-field Halfman Foster		126,000	Title II 4035

<p>time and resources for the district, but well worth it- every single elementary teacher got a chance to participate in the training and collaborate with their grade level peers from across the district.</p> <ul style="list-style-type: none"> • All middle school language and math teachers participated in four afternoons of teacher collaboration aligning and revising common assessments to improve student achievement. • All high school language, math, science and social studies teachers participated in site-based professional development led by principals and the two Assessment TOSAs to develop site-based common pacing guides and standards-based assessments. Next year, they will focus on merging the separate pacing guides/assessments into one – a district pacing guide/assessments for the four core subjects. <p>Writing To Learn: Teacher teams from K-6 schools participated in a two day seminar series on writing processes and products, instructional strategies for non-fiction writing and assessing nonfiction writing to further support the core. Dr. Angela Peery from the Leadership and Learning Center led the training; we plan to bring Dr. Peery back in the fall to provide a follow up coaching day and to train more teachers.</p> <p>EL Shadowing: Teacher teams K-12 participated in two days of training by Dr. Ivannia Soto-Hinman on “ELL Shadowing as a Catalyst for Change”. The shadowing experience provides a method by which qualitative data on an ELL’s opportunities for listening, speaking, reading, and writing can be objectively collected. The shadowing experience offers self-reflection for educators by which they begin to see how their instructional interactions affect student use of academic language. It also creates a sense of urgency around the needs to increase opportunities for academic language production by ELLS. As a result of the training three schools have brought Dr. Soto-Hinman back to their sites for a series of site follow up and instructional support. Three additional schools are bringing Dr. Soto-Hinman to their schools in August with further site follow up planned during the school year.</p> <p>21st Century Skills: Project Based Learning: Teacher teams at both the secondary level and elementary level participated in two days of training each by the Buck Institute for Education. A follow up coaching day for each group was held to support implementation.</p> <p>Student Engagement: A secondary level workshop by the Metiri Group was held on student engagement. Teachers were provided pre and post data on their students’ level of engagement in the classroom.</p>	<p>Pinkerton Johnson Curriculum</p> <p>Fiorentino King</p> <p>LoCoco Markarian Principals</p> <p>LoCoco</p> <p>LoCoco</p>	<p>Consultants Substitutes</p> <p>Consultants Substitutes</p> <p>Consultants Substitutes</p>	<p>9,600</p> <p>Varied release time and minimum days</p> <p>12,500</p> <p>11,000</p> <p>34,500</p> <p>12000</p>	<p>Title II 4035</p> <p>Site Title II 4035</p> <p>Site Title I 3010 Site Title II 4035</p> <p>Title II 4035 Title I 3010</p> <p>Site Title III 4203 Site Title II 4035 Site Title I 3010</p> <p>Title II 4035 SFSF</p>
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6. English Learners

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

LUCIA MAR UNIFIED SCHOOL DISTRICT TITLE III LOCAL EDUCATIONAL AGENCY IMPROVEMENT PLAN ADDENDUM

INTRODUCTION

Over the past five years, Lucia Mar has been concerned over the progress of our English Learner students. Out of seventeen schools, this year three schools fell into Program Improvement (PI) Year 1, one school remains in PI Year 2, and one school has advanced to PI Year 3. All schools in Program Improvement status cite the performance of several student sub-groups, including ELs, as the factor for PI. In 2010 – 2011, three schools are in PI Year 1, three schools are in PI Year 2, and one school is in PI Year 3.

In 2008-2009, the district convened the English Learner Task Force. The group was comprised of representatives of different perspectives concerning ELL education, and a wide group of stakeholders such as instructional aides, administrators, parents, secondary students, and community members. The Task Force was charged with assisting the district in reviewing our English Language Learner program at each level—elementary, middle and high school—to assess how well the program was meeting the needs of our students. The review included analyzing how well each school was meeting the state standards in Language Arts, as well as student progress as measured by the CELDT results and other assessments. In addition to reviewing all district and school EL programs, the Task Force was also charged with studying best practices, and making recommendations for the implementation of effective programs to be implemented in the 2009-2010 school year. Visitations were made to other school districts, a review of the literature on best practices was conducted, and staff attended the CAFE conference. A final Task Force report made recommendations to the superintendent (see Appendix A). The Task Force recommended implementation of bilingual and dual immersion programs as well as the use of an EL student monitoring protocol and parent involvement strategies.

In 2009-1010, the district did not meet AMAO 3 for the second consecutive year. As part of the Title III Plan Addendum process, the Director met regularly with SLOCOE and San Luis Obispo County professional colleagues to discuss English learners, Title III requirements, AMAO progress, CST progress, instructional program supports, student data, and Title III issues and concerns.

Principals and school staff were informed in the fall of our district's status as a Title III Improvement district due to our failure to meet AMAO 3 for the second year. During the fall meetings of the district and school advisory committees, district and school staff and parents reviewed the EL AYP data for the district and for the individual schools, and provided input and direction. During two recent Principal and Cabinet (PAC) meetings, members analyzed the ELSSA data especially for AMAO 3, discussed the strengths and weaknesses of our current English Learners plan, identified factors contributing to district's failure to meet AMAO 3, and drafted an English Learner Action Plan for 2009-2010 and 2010-2011 designed to improve the instruction of, and achievement of, EL students.

In the fall of 2010, the district EL TOSA convened an English Learner Master Plan Council. Their charge has been to create a Master Plan to address the compliance, consistency, clarity, and continuing improvement in our programs and settings for English Learners. The EL Master Plan Council has met four times to date. The Draft of the Master Plan will be presented to the principals and district office personnel at the EL Principal's Summit in September 2011 for additional edits prior to presenting it to the Board of Education for their approval. At the Summit, all principals will design a site-specific plan to train their staff.

A. ANALYSIS OF DATA AND PROBLEMS FOUND

CELDT: The Lucia Mar Unified School District has had success meeting AMAO 1 and AMAO 2 for the past four years. In 2005 Lucia Mar EL students achieved at high levels on making annual progress in English language proficiency. Sixty-seven per cent of EL

AMAO 3: Adequate Yearly Progress (AYP) for EL Subgroup at the LEA Level: Percent Proficient								
	2005-06		2006-07		2007-08		2008-09	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target	23.0%	23.7%	23.0%	23.7%	34.0%	34.6%	45.0%	45.5%
% Proficient or Above	25.3%	40.1%	28.9%	39.9%	29.0%	41.2%	32.3%	45.2%
Was Target Met? (Y/N)	YES	YES	YES	YES	NO	YES	NO	NO

students met AMAO 1. However scores in 2006 and 2007 fell to 53.6% and 52.3%. In 2008 student scores rose to 63.7% - 12.1% above the state target. The data for AMAO 2 was consistent with AMAO 1. Scores in 2008-2009 were consistent with 2005-2206 with a dip in the two intervening years. In 2008 student scores rose to 41.9% - 11.3% above the state target. The district has no problem meeting participation targets and growth targets. EL students at all CELDT levels in Lucia Mar Unified surpassed students statewide in the degree to which they make their growth targets. EL students in Lucia Mar showed far higher rates of growth from 2007/08 to 2008/09 than did EL students in Lucia Mar from 2006/07 to 2007/08. All groups of EL students showed growth, and scored higher in 2008 than in 2007, regardless of the number of years in the U.S. The scores ranged from +23% at 3 years or less to +7% at six years or more. We are taking steps to ensure that next year's CELDT testing continues to be organized and conducted properly to support student success.

CST: However, the district has not met AMAO 3 for percent proficient for two consecutive years. In 2007-2008, the district did not meet the target for ELA but did meet the target for math. In 2008-2009, the district did not meet the target for both ELA (below target by 13%) and math (below target by .3%- so close).

Many schools are achieving Safe Harbor as the best way to meet their growth targets for the EL sub-group and stay out of PI. With targets rising even higher this year, schools have an even bigger gap to close in ELA.

Of the wealth of data in the ELSSA two sets of data was of particular interest to the Principals and Cabinet meeting (PAC). One, when the group looked at the data for the "Percent of CELDT English Proficient students scoring at the proficient level on the CSTs, we noted some interesting trends. Students in grades 2-4 showed growth from 2007-2008 to 2008-2009, ranging from 3% -13%. Then students "fell off the cliff" in 5th and 6th grades ...dropping 16% and 5%. At the middle schools, students did well in 7th (+15%) and poorly in 8th (-13%). Two, a significant number of R-FEPS scored proficient in both ELA and math and also performed better on the CAHSEE than ELs.

SUMMARY: The district is working hard to identify English Learner (EL) needs and ways to better support and meet the needs of our EL students. An English Learner Task Force composed of teachers, parents, administrators, and community members worked throughout the school year last year to address the needs of our English Learners. They made recommendations to the Superintendent and Governing Board, many of which were implemented last year and this year. As with most districts, we have been waiting for the promised NCLB re-authorization and new instructions before doing a comprehensive re write of the district LEAP. Since this has not been forthcoming, are proceeding to develop a new LEAP in order to better meet our planning and implementation needs, especially in the area of English learner instruction.

From spring of 2008 until May of 2009, the district and all school sites conducted a comprehensive review of categorical programs, including English Learners, as part of the Categorical Program Monitoring process. Both the district and school site group met to review and discuss the English learner OPSET and evaluated the district and sites for compliance with all items on the OPSET. When areas for improvement were

identified, the district and schools sites took steps to strengthen these areas.

B. STRENGTHS AND WEAKNESSES OF CURRENT PLAN

INSTRUCTIONAL PROGRAM IMPLEMENTATION

Strengths:

1. Identification and placement of English learners: As a result of the work of the English Learner Task Force and CPM self study, an English Learner Program Guide was developed and distributed to all schools. The Guide details information on enrolling new students, parental waivers, states of language proficiency, program descriptions for school staff, reclassification procedures, parent involvement strategies and the EL OPSET. Our Aeries student data information system does an excellent job of providing detailed assessment and placement information for us. At all district schools, teachers are provided comprehensive lists/spreadsheets for their English learners and Immigrant students complete with all pertinent data on enrollment, IPT results, CELDT level, CST scores and levels of proficiency, DIBELS, benchmark assessments, placement testing, academic grades, attendance, interventions, etc. After careful placement student progress is monitored regularly; secondary uses the ELD Academic Review process. Monitoring of student progress is a team effort between the teacher(s), principal, counselor, and program specialists.
2. Highly Qualified teachers (CLAD, SDAIE, CTEL): All Lucia Mar teachers have been certified as highly qualified or are "in progress" towards certification.
3. New ELD Curriculum to supplement the 2003 ELA adopted curriculum. Despite the state and district uncertainty over textbook adoption funds, the district proceeded with an evaluation of ELD curriculum. One of the EL Task Force teacher focus groups conducted a thorough evaluation of newly adopted ELD curriculum materials and resources. The group selected new curriculum for Newcomer and ELD Support classes.
4. Newcomer and ELD Support Classes teacher collaboration time: This group of dedicated professionals is strongly committed to teacher collaboration. They meet monthly via release days to work together on student progress monitoring, lesson planning, instructional strategies, share materials and resources, and plan together for celebrating student success and involving parents.

Weaknesses:

1. Core Curriculum: One of our greatest needs was to adopt new core curriculum in math and ELA/Reading...at least for Grades K-6.
 - We currently do not have a coherent district-wide ELA and Math K-6 curriculum. Instead we have a mix of 2007 Open Court (K-3) and 2003 Houghton Mifflin (K-6 and 4-6) Many of the Houghton Mifflin supplemental materials have been lost or misplaced so that not every teacher has the full set of teacher resources and materials. The Open Court schools have the additional expense of purchasing \$10,000-15,000 of consumables each year. Before the state's fiscal crisis, adopting a new ELA/Reading curriculum at the K-6 levels was a top priority and a teacher focus group had been formed to begin the evaluation and selection process in spring, 2009. In addition, our English Language Arts and Mathematics teachers do not collaborate on a weekly base for articulation.
 - Adopting a new math curriculum at the K-6 levels was also a top priority and committees worked throughout the 2008-1009 school year to evaluate and make selections. MacMillan/McGraw/Hill was selected for Grades K-5 and Holt was selected for Grades 6-8 as well as high school. The new MacMillan/McGraw/Hill and HOLT adoptions were outstanding and provided outstanding support for English learners. However we were only allowed to purchase for grades K-2, and all other purchases are on hold, probably for the foreseeable future.

INSTRUCTIONAL STRATEGIES

Strengths

1. Standards-Based Instruction and Assessment: Last year we made major gains in this area. In grades K-6, teachers identified priority standards at each grade level in ELA/Reading and in math. Each grade level group also identified academic vocabulary in both ELA and math. This fall teacher groups developed two common assessments at each grade level for both language arts and math, based on these priority standards. In grades 7-8 and Grades 9-12, teacher groups identified priority standards for all core subject areas (English/Language Arts 7-12, ELD, Pre-Algebra, Algebra I, Algebra II, Geometry, Life Science, Physical Science, Biology, Chemistry, Physics World History 7 and 10, Us History 8 and 11, Economics, Government, PE 7 and 8, PE Courses I and 2, and Health. All departments have developed, or are in the process of identifying and developing, additional instructional supports- academic vocabulary, common pacing guides, levels of

rigor, and prior skills needed. The teaching and use of the common academic vocabulary is an essential component for our English learners. The use of common pacing guides and common assessments provides regular and timely identification of students who have not yet mastered the assessed priority standards.

The common assessments use both a pre and a post test model to measure student progress. Results are scored within one week by the district. Teachers meet in grade level or subject area data teams after each post test and receive detailed results spreadsheets with data disaggregated by grade level, teacher and student subgroups including EL and Immigrant. These practices allow for timely placement of struggling students into re-teaching loops and intervention programs during and after the school day.

The district has allocated a significant amount of resources and funding to providing teacher collaboration time to further refine standards, instruction, and assessments, as well as funding and resources to provide for the varied intervention strategies. Schools have made teacher collaboration a top priority, with collaboration time built into the school day and school schedules. Teachers collaborate regularly in grade level groups, subject area groups, and school-wide groups. There are three district-wide teacher collaboration days built into the district master calendar.

2. Classroom Instruction: While many resources are used to focus teachers on good instruction, the guiding model is based on classroom instruction that works. Principals have been leading book studies, coaching on classroom strategies, and looking for specific strategies during classroom walkthroughs. Staff discussions as a whole and in PLC groups focus on these strategies and what is working
3. Targeted Intervention/Individualized Student Planning: All schools have two important structures in place- Professional Learning Communities (PLC) and Response to Intervention (RtI). The PLC structure provides teachers with many opportunities to target EL students for additional time and support to master the learning and achieve proficiency, as well as time to collaborate and evaluate data to guide instruction and to guide student placement in interventions. RtI provides schools with a systematic structure to deliver monitor and modify intervention strategies. Schools use a variety of targeted intervention strategies both within the classroom and outside the classroom using a variety of instructional support staff such as literacy and math tutors, resource teachers, trained volunteers, and instructional assistants.
4. District and School Goals: The first district goal for the year is "By June 11, 2010, all schools will meet their Adequate Yearly Progress growth targets, including the targets for all significant subgroups." Each principal has developed site specific goals/action plans to achieve this district wide goal. Of our significant subgroups Our English Learner subgroup is our top priority.
5. Additional Learning Time: This year the district has implemented extended learning time. Students are targeted for additional intensive instruction during nine Saturday School sessions, a one week Winter Academy, a one week Spring Academy, and a four week Summer Academy.

Weaknesses

1. Funding gaps: the primary weakness in this area is that these strategies are dependent upon additional funding being available for teacher release time, extra duty pay, and extra staffing.
2. Systematic Academic Vocabulary Instruction: Teachers at various schools are beginning to use Marzano's Systematic Academic Vocabulary Instruction; however, this is mostly at the elementary level. The middle and high school teachers need to integrate into their instructional practice with fidelity as well.
3. Academic Language Development: The staff throughout the district does not provide regular opportunities for students to use structured academic listening and speaking. This is essential for English Language Learners to advance in their acquisition of English as a second language.
4. Sheltered Activities: The staff at most school sites does not use sheltered activities on a regular basis in their planning and delivery of instruction.

PROFESSIONAL DEVELOPMENT

Strengths

1. CLAD/CTEL: For many years, the district has provided full reimbursement to teachers for all CLAD certification classes, test and credential expenses. For the past three years the district has provided partial reimbursement. For the past two years the district has provided free CTET test prep workshops.
2. Data teams: A district-wide Data Teams training was held in the fall. School site teams of principals and teacher leaders were trained in a

five step process for examining the common assessments data and determining student progress. This process is particularly helpful for monitoring EL students as the data is disseminated back to teachers with the students EL/SWD/Immigrant status clearly indicated.

3. EL TOSA: An EL teacher On Assignment (TOSA) was hired this year. She has been providing on site staff development and coaching to all district schools. The model she is using for staff development is based on Jane Hill's Classroom Instruction that Works with English Learners. The EL TOSA is also providing training and support to elementary sites for Rosetta Stone implementation.
4. 2010 – 2011 Jane Hill and Power Walkthroughs: In our PD plan for 2010-2011 we have two elements planned that will improve the instruction of EL students and student achievement. First, we have invited Jane Hill to come to Lucia Mar and conduct three day training. Day One: discussion with Board members, community members and district leadership; keynote address to all district staff. Day Two: instructional strategy training for elementary teams. Day Three: instructional strategy training for secondary teams. In support then for observing and measuring the implementation of the EL strategies, all site administrators will be trained on McRels' power Walkthrough software in order to quantify and assess instructional change.

Weaknesses

1. Funding Issues: the district must cut another 5 million from the budget which jeopardizes the EL TOSA position and all staff development.
2. Secondary staff: The staff in grades 7 – 12 needs professional development on SDAIE strategies to provide the scaffolds for ELs to advance in their learning in their core classes, especially English and Math.
3. Basic and Academic Vocabulary: All staff in grades K – 12 need to receive training in direct vocabulary instruction of the basic general terms, advanced general terms, and academic terms using Marzano's research- based process. This is especially important for the English Language Arts and Mathematics.

PARENTAL PARTICIPATION

Strengths

1. Active Parent Involvement: the district has active site involvement in the DELAC and schools have active staff and parent involvement in their ELACs. All schools with 21 or more English learners have an active ELAC. All schools, including the two schools not required to have an ELAC are required to send representatives to the DELAC. The DELAC makes annual recommendations for improvement to the Superintendent and Governing Board.
2. School and Community Partnerships: schools have a high level of parent involvement and community involvement in school life. Family Advocates at each school site promote personal relationships with parents and increase participation. Schools utilize a variety of strategies to get parents involved – meetings are held at times convenient for parents, child care is provided, food is a social part of activities, students success and performances are highlighted, and parents are provided a meaningful voice in the school's decisions. Schools combine one ELAC meeting a month if they serve the same town. For example. All three Nipomo schools combine one ELAC a year and feature student's performances and dinner. Our local communities are active advocates and supporters of our schools. Community members participate in school activities and events. Students perform and participate in community events. Community agencies provide services and support and community groups provide financial and physical support.
3. Translation: The district provides 1.5 translators to provide translation support for district and school site communications, parent contacts, meeting interpreters, and other needs. School personnel as well are paid a 2% bilingual stipend for the translation supports.
4. Literacy Classes: many classes are offered to Spanish speaking parents through adult education at centrally located school sites such as Oceano and Nipomo. In addition, key schools offer Rosetta Stone to parents on campus on the school site in the evening.

Weaknesses

1. Economic Hardships: these difficult economic times prevent some families from participating fully when both parents work multiple jobs to support the family. Just over 49% of our district's families are socio-economically disadvantaged, qualifying for the free and reduced lunch program.
2. Community Outreach: there is more we could do to increase English Learner parent involvement. Some suggestions we have received are – share information through Spanish radio stations, share information at Spanish services held in local churches, display banners in Spanish at schools, send bilingual messages on the district's automated calling system more often.
3. Reclassification Criteria: We should work more diligently to hold meetings, publish materials, and fully expect that the

parents of English Learners (as well as the EL students, teachers, and administrators) know about and understand the reclassification criteria.

4. Annual report to English Learner parents: We should report annually to EL parents on: their child's status compared to the number of years that research indicates English Learners need to achieve English proficiency and compared to district expectations. These reports should include longitudinal test data for their child including initial the CELDT initial score and date, all subsequent CELDT proficiency levels, as well as scores on the CST in ELA and Math for the three most recent years, and yearly benchmark growth targets for ELs based on the CST and CELDT by years of US schooling.

SUMMARY: The district is fully committed to improving the services and support for English learners to achieve academically. This commitment is evidenced by the allocation of time and resources as detailed in the new Lucia Mar English Learner Action Plans.\

FACTORS CONTRIBUTING TO THE DISTRICT'S FAILURE TO MEET AMAO 3.

INSTRUCTIONAL PROGRAM IMPLEMENTATION

Strengths

- We are no longer in denial at the district and site levels that the problem is urgent and that we must focus time and resources on a district-wide, clearly articulated program which better serves the needs of all English Learners.
- While we are in the worst fiscal crisis in education, we are committed to leverage all available resources in support of the above.
- We have identified priority standards for ELD at the secondary level. Teachers collaborate regularly on student CELDT, CST, and common assessment data, student placement and groupings, curriculum resources, lesson development, lesson delivery and monitoring student progress
- Secondary students are placed on classes appropriate for their level of proficiency- Newcomer, ELD support, and sheltered instruction. Their progress is closely monitored and support is provided by ELS staff to ensure their success.
- The district and schools do an excellent job of identifying English learners and providing teachers with both CELDT and CST information - teachers are well informed of students and their assessment data.

Weaknesses

- We need to identify priority standards for ELD at the elementary level. Elementary teachers need time to collaborate regularly (at their sites as well as district groups) on student assessment data, student placement and groupings, curriculum resources, lesson development, lesson delivery and monitoring student progress.
- The delivery of daily standards-based ELD instruction appropriate to English learners' CELDT proficiency level is inconsistent throughout the elementary level. Some students receive ELD instruction daily while others receive pull out instruction or none at all. Time allotments vary and the materials used are also inconsistent. The lack of structure in the ELD program must be improved in order to continue to meet AMAO 1/2.
- Schools must continue to find ways despite funding cuts to provide the intervention support for ELs who need additional time and support in order to master standards and achieve proficiency.

INSTRUCTIONAL STRATEGIES

Strengths

- The district's work in building a culture of collaboration and accountability has created the right climate for improving the academic achievement of students, including English learners.
- All school sites set specific SMART goals focused on improving the academic achievement of English learners as measured by the CST. Goals are supported by specific action plans which detail the actions needed to achieve the goals. Mid-year progress monitoring has just been completed.
- Use of the research-based observation protocol, McRel's Power Walkthroughs is scheduled for fall 2010. We are customizing the protocol by adding EL strategy "look for's". This system will allow us to quantify teacher practice and build capacity and consistency throughout the district.

Weaknesses

- Not all schools have had a consistent focus on staff development in effective classroom instruction so will come to the Jane Hill training with varied backgrounds. Follow up training is needed in the effective use of data to inform instruction.

PROFESSIONAL DEVELOPMENT

Strengths

- District-wide training on “Classroom Instruction That Works with English Learners” with Jane Hill is scheduled for fall 2010.
- The foundation for next year is already being laid by our EL TOSA who is holding on site staff meetings to introduce/review EL strategies and train teachers 3-12 in the use of ELD curriculum, Rosetta Stone, and other resources.

Weaknesses

- Budget cuts may eliminate district staff designated to oversee and carry out our EL initiatives.

PARENTAL PARTICIPATION

Strengths

- Parent involvement in Lucia Mar is very high and parents have a meaningful voice in their student’s education and school decisions.

Weaknesses

- While we offer parent literacy classes at schools and through adult education, we need to increase parent participation in order to serve more families.

D. CONCLUSIONS In order to increase the language proficiency and academic achievement of our ELs, we must improve in three key areas: implementing full and consistent standards-based ELD instruction K-6; developing a system K-6 to ensure timely monitoring of student progress; ensuring that all students K-12 receive appropriate RLA/ELA instruction and interventions based on their assessed needs; and coordinating district-wide professional development K-12 to focus on English Learners.

Educational Activities To Improve English Proficiency And Academic Achievement	Timeline	Funding	Responsibility	Progress
<p><i>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</i></p> <ul style="list-style-type: none"> • Continue to provide updated student lists and assessment data for English Learner and immigrant students twice yearly. • Provide every teacher with the CELDT scores for every English Learner in Overall, Listening, Speaking, Reading and Writing • ELs will be placed for daily ELD instruction structures appropriate to CELDT level • Resource teachers/counselors and principals will ensure that all EL students are correctly placed in ELD instruction of similar CELDT level and grade level where possible. • Teachers will continue to identify EL students by level on roll book or seating chart. • Priority ELD Standards, academic vocabulary, pacing guides and common assessments will be developed at the elementary level. 	<p>Aug/Jan Aug/Jan Ongoing Aug/Jan Fall 2010 Fall 2010</p>	<p>Title I, Title III, Program 6286 and 7090/7091 will provide a coordinated funding base for English learner support services</p>	<p>Curriculum Principals Principals ResTchr/Couns Teachers Elementary ELD Focus Group Secondary</p>	<p>Spring 2011-Every teacher received the CELDT scores in Overall and the four domains by the end of Sept 2010. 2010- 2011: ELs were placed in similar CELDT span groups for daily ELD instruction. In the spring, the sites piloted ADEPT and GapFinder administration to determine the gaps in grammar for Systematic ELD.</p>

<ul style="list-style-type: none"> Secondary staff will review and update secondary ELD priority standards, academic vocabulary, pacing guides and common assessments, and practices in the use of the data. Purchase additional SBE approved, district-adopted ELD program materials teacher resource materials and supplemental instructional materials K-6. Ensure dedicated ELD instructional time K-12; all teachers will provide daily ELD instruction fully implementing the core ELD program (minimum of 40 minutes in K-5 and 30 minutes in 6-12). 	<p>May 2009</p> <p>Ongoing</p>	<p>Carryover Funds Title I</p>	<p>ELD Focus Group</p> <p>Director</p> <p>Ass't. Sup't. Principals</p>	
<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA)</p> <ul style="list-style-type: none"> Continue to provide updated student lists and assessment data for English Learner and immigrant students twice yearly. Continue to ensure all teachers mark roll and seating charts for monitoring of student progress. Since it does not appear that the district is going to purchase a new adoption...assess the status of core ELA/Reading materials in all elementary classrooms and secondary English/Language Arts classrooms, and purchase current adoption replacement materials and supplementary materials to ensure program fidelity. Assess the status of intensive intervention ELA/Reading materials in all elementary classrooms and secondary English/Language Arts classrooms, and purchase current replacement materials and supplementary materials to ensure program fidelity. Place and monitor students as appropriate into intensive reading intervention programs at all levels using assessment data, Continue to place EL students in grades 11-12 into CAHSEE ELA support classes as appropriate. Monitor classroom instruction via walkthrough protocol for use of EL instructional strategies. Teachers will be trained and implement systematic instruction in academic vocabulary in reading and language arts. Teachers will be trained to implement strategies in increase Academic Listening and Speaking such as Teacher Guided Reporting, Reciprocal Teaching, and Think-Pair-Share. 	<p>Aug/Jan</p> <p>March/April 2009</p> <p>May 2009/June 2010</p> <p>May 2009/June 2010</p> <p>Quarterly</p> <p>At Semesters</p> <p>Ongoing Aug-June</p>	<p>Title I, Title III, Program 6286 and 7090/7091 will provide a coordinated funding base for English learner support services</p> <p>Title II</p>	<p>Curriculum</p> <p>Ass't. Sup't. Director Principals</p> <p>Ass't. Sup't. Director Principals</p> <p>Counselors Reading teachers ELD teachers Principals</p>	<p>2010-2011 The district purchased ELD Medallions for all schools grades K – 6 for the ELD curriculum and sheltered access to the ELA core. All sites received Professional Development on ELD Medallions. 2010- 2011: Common Pre and Post Assessments at grades K – 6 were administered. 2010-2011: An Assessment TOSA was hired in December 2010 and has continued to design common assessments for grades 7 – 12.</p> <p>2010-2011 The district provided 2 days of PD on EL Shadowing, ELD, and Academic Oral Language for 90 staff and administrators from all 17 school sites. EL Shadowing and follow-up continued throughout the year at 3 additional elementary sites with 3 high schools planned for August 2011.</p>

<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <ul style="list-style-type: none"> Continue to provide updated student lists and assessment data for English Learner and immigrant students twice yearly. Continue to ensure all teachers mark roll and seating charts for monitoring of student progress. Since it does not appear that the district is going to purchase the new math adoption for grades 3-12...assess the status of core math materials in all elementary 3-6 classrooms and secondary math classrooms, and purchase current adoption replacement materials and supplementary materials to ensure program fidelity. Assess the status of intensive math interventions in all elementary classrooms and purchase current replacement materials and supplementary materials to ensure program fidelity. Place students as appropriate into intensive math intervention programs at all levels using assessment data. Evaluate effectiveness of newly implemented Plato math intervention classes at middle schools and high schools. Continue to place and monitor EL students in grades 11-12 into CAHSEE ELA support classes as appropriate. Monitor classroom instruction via walkthrough protocol for use of EL instructional strategies. Staff will use Marzano's systematic vocabulary instruction in academic math vocabulary using the district adopted vocabulary lists. Staff will integrate productive group work strategies and cooperative learning such as Jigsaw and Student-led Reciprocal Teaching into their daily lessons. 	<p>Aug/Jan</p> <p>March/April 2009</p> <p>May 2009/June 2010</p> <p>May 2009/June 2010</p> <p>Quarterly</p> <p>Aug/January</p> <p>At Semesters</p> <p>Ongoing</p> <p>Aug-June</p>	<p>Title I, Title III, Program 6286 and 7090/7091 will provide a coordinated funding base for English learner support services</p>	<p>Curriculum</p> <p>Ass't. Sup't. Director Principals</p> <p>Ass't. Sup't. Director Principals Counselors Reading teachers ELD teachers Principals Plato teachers ELD teachers</p> <p>Principals</p>	<p>2010-2011</p> <p>A district-wide math pacing guide was developed for grades K – 6. Common pre and post assessments were developed and administered twice each this year.</p>
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <ul style="list-style-type: none"> Provide “Classroom Instruction that Works with English Learners” training for principal/teacher leaders teams with follow up coaching for all teachers in winter and spring. Newcomer and ELD support teachers will continue to serve as a resource to regular classroom teachers and take a greater leadership role in school-wide staff development. EL Teacher Coaches will be selected at each school site to serve as the liaison between district staff and school site staff in the area of improving instruction and the academic success of English learners. Coaches will receive a stipend for their extra responsibilities. Provide administrative training and support for Power Walkthrough protocol. Provide Algebra Down Professional Development. This is for every grade level K – 8 including Special Education teachers. Teachers from the same grade level will meet for a full day of training and articulation on creating common pacing guides and basic skills with integer instruction. This will also include training on using their academic vocabulary at each grade level with Marzano's Building Academic Vocabulary system. It will include 	<p>Sept 2010; Dec 2011</p> <p>March 2011</p> <p>Ongoing</p> <p>June</p> <p>August</p>	<p>Title II</p>	<p>Ass't. Sup't. Director</p> <p>Principals, ELD teachers</p> <p>Ass't. Sup't. Director</p> <p>Ass't. Sup't. Director</p>	<p>2010-2011</p> <p>Every teacher grades K – 8 received training on the CELDT and a district created matrix of student abilities and instructional strategies aligned with CELDT levels.</p> <p>Every teacher grades K-8 received training on Algebra Down as described in the Educational Activities</p> <p>Every grade level teacher from K-6 received PD on ELA Medallions several times during the year.</p>

<p>instruction on the use of target quizzes for formative assessment and the skills required. It will also incorporate a new matrix for teacher use of EL student abilities and teacher strategies by CELDT levels and best practices for ELs such as structured opportunities for listening and speaking.</p> <ul style="list-style-type: none"> Plan to provide on – going professional development on ELA Medallions curriculum for grades K – 6 by grade level. 				
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <ul style="list-style-type: none"> Continue to actively involve English Learners and their parents in all aspects of school life, including after school programs, academies, and extra curricular activities. Continue to provide district support for translation, both written and verbal. Continue to celebrate student success via shared school/community events. We plan on adding a system to inform the parents of ELs of their child’s CST scores in ELA and Math for the three most recent three years so they can monitor the impact on their child of the school’s services and program and play an active role in helping shape their child’s education and future. 	<p>Ongoing</p> <p>Ongoing</p>	<p>Title III, Program 6286 will provide a coordinated funding base for EL support services</p>	<p>Principals Teachers</p> <p>District translators</p>	<p>2010-2011</p> <p>All sites were provided with detailed suggestions to use to invite reclassified students and their families to a Reclassification Celebration at their sites.</p> <p>In the spring, the DELAC sent all sites a Needs Assessment to be given to the parents of ELs for Next Steps at each site for next year.</p>
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p> <ul style="list-style-type: none"> Continue to provide identification of immigrant students, assessment data and support services to immigrant students and their teachers. 	<p>Aug/Jan</p>	<p>Title III (4201)</p>	<p>Curriculum</p>	<p>2010-2011</p> <p>The Home Language Survey was redesigned to more clearly identify the four questions which can trigger administration of the CELDT. An English Learner Master Plan Council for formed in the fall consisting of 24 members. They met several times throughout the year in designing an exemplary Master Plan. They will meet this summer as well and will present the plan to the administrators and D.O. personnel at an EL Principal’s Summit in September 2011, prior to board approval.</p>

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

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
N/A				

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

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Academies: at PI schools we held a variety of extended learning opportunities dubbed “academies” during Thanksgiving, winter, spring and summer breaks. High need students who were below basic and far below basic were identified and provided with standards-based targeted instruction to fill in gaps in learning. The academies were well attended with some students receiving an additional 20 days of instruction for the school year. Our strongest teachers were chosen to teach these sessions. Migrant students and students with disabilities received specialized support during summer academies.</p> <p>Bright Futures: The Bright Futures program provided a great deal of after school tutoring support for below proficient students.</p> <p>After School Tutoring/7th Period Class/Study Hall/Homework Club/Mandatorial: The district-funded, after school hourly tutoring program requires a minimum of 8 students per session to be funded. In many instances it is necessary to provide one-on-one or small group tutoring, In these cases, district and site categorical funds provided the funding for these hours.</p> <p>Lunchtime/Flex Period/Walk to Learn/Dragon Time/Workshop: many schools have built an intervention period into the school day to provide support for students unable or unwilling to stay after school.</p>	<p>Stenson LoCoco Principals</p> <p>Kesselring</p> <p>Principals</p> <p>Principals</p>		<p>140,000</p> <p>66,000 total Varied by site</p> <p>Varied by site</p> <p>N/A</p>	<p>Title I PI 3010-1202</p> <p>After School programs Grants</p> <p>State Hourly Funds Site categorical Funds</p>

8. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>The district developed a new Parent Involvement Policy with input from the District Advisory Council (DAC) and the district English Learner Advisory Council (DELAC). The Governing Board adopted the new policy on November 2009.</p> <p>At each school, the School Site Council (SSC) and English Learner Advisory Committee developed and approved a new school site council policy during the fall of 2010.</p> <p>Some key strategies that help support parent involvement at schools are:</p> <p>District Strategies for Title I Schools</p> <p>To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:</p> <p>Establish district wide parent advisory councils for both Title I students and English learners to provide advice on all matters related to parent involvement in Title I programs</p> <ol style="list-style-type: none"> a. Invite input on the LEA plan from other district committees and school site councils b. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input c. Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand d. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan e. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans <p>Provide coordination, technical assistance, and other support</p>	<p>LoCoco DAC DELAC</p>		<p>14,000</p>	<p>Title I Parent Involvement funds</p>
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<p>necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.</p> <p>a. Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues</p> <p>b. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities</p> <p>c. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops</p> <p>d. Provide information to schools about the indicators and assessment tools that will be used to monitor progress</p> <p>e. Build the capacity of schools and parents/guardians for strong parent involvement by assisting parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children</p> <p>f. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement</p> <p>g. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools</p> <p>h. Ensure that information related to school and parent/guardian programs, meetings, and other activities is</p>				
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<p>sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand</p> <ul style="list-style-type: none"> i. Provide other such reasonable support for parent involvement activities as parents/guardians may request j. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students. k. Provide a master calendar of district activities and district meetings l. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means m. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions n. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed o. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions 				
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LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA PI ADDENDUM)

Name of LEA: LUCIA Mar Unified School District

County District Code: 4068759

Date of Local Governing Board Approval: June 14, 2011

District Superintendent: James Hogeboom

Address: 602 Orchard Ave

City: Arroyo Grande

Zip Code: 93420

Phone: 805 474-3000 X1131

FAX: 805 473-4397

E-mail: blococo@lmusd.org

Signatures:

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

	James Hogeboom	June14, 2011
Signature of Superintendent	Printed Name of Superintendent	Date

	Colleen Martin	June 14, 2011
Signature of Board President	Printed Name of Board President	Date

	Barb LoCoco	June 14, 2011
Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date

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

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads: **Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.*