

Title III LEA Improvement Plan Addendum – Western Placer Unified School District

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

- 1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).**

A. Analysis of Data and problems found.

Western Placer Unified School District has exceeded the targets for AMAOS 1 and 2 for the last four years. Our students are making adequate progress through the CELDT levels.

WPUSD has not been as successful on AMAO 3. In the area of Mathematics, this is the first year we did not make the targeted growth. Our growth rate was 43.8% not the required 45.5%. This was only 1.7% less than the target. The previous 3 years we exceeded the growth target. This year we improved 3.5% from our prior year score which did fall short of the 5.5% necessary. We were able to make Safe Harbor for English Language Arts with 30.9% of ELS becoming proficient. This is an 8% increase over the prior year. The data indicates that our largest group of EL students is found in the Intermediate language level. More of these Intermediate students tested on the Below Basic and Basic ranges of the CST for English Language Arts than at the Proficient level. We also have a large group of Early Advanced and Advanced students who are not proficient on the CST in English Language Arts. The prior year 2.6% of the Early Advanced and above were English Proficient. This past year 3.1% were English Proficient. We are making growth but not enough to reach the target. In looking at our RFEP student population, 59% were Proficient or Advanced on the CST for ELA and 75% were Proficient or Advanced on the CST for math. There are 38% in the Basic range for ELA and 21% in the Basic Range for math. There were 4% Below Basic in ELA and 5% Below Basic or Far Below Basic in Math.

Looking at CELDT data 36% of English Learners are still at the Intermediate level after six years or more while 51% remain at the Early Advanced or Advanced level. We are making good progress at the Early Intermediate and Beginning levels of CELDT. At three years or less, 20% are in the Early Intermediate range while 19% are in the Beginning Range. By year four, the Early Intermediates have dropped to 12% and the Beginning English Learners have dropped to 2%. The Reading strand of the CELDT is an area of concern with nearly half of students tested staying at level 3 or lower and even having their Reading scores drop. A component of success in reading is the development of Academic Language to improve comprehension and oral and written language production. This is an area of concern since our ELD curriculum does not address Academic Language proficiency.

At the high school 33% of 10th grade English Learners passed the CAHSEE and 17% were proficient on CAHSEE. Our reclassified 10th graders were more successful with 88% passing the CAHSEE and 41% passing with proficiency.

Summary: Our CST scores have increased substantially for English Language Arts and Math. As the growth target increases our efforts to support English Learners to become proficient on the CST for Mathematics also must increase. Although we reached Safe Harbor for English Language Arts that is another area that needs increased support for English Language Learners. We need to target long-term ELS who are languishing as Intermediates on the CELDT. We also need to target Early Advanced/Advanced students on the CELDT who are not scoring as Proficient on the CST for English Language Arts. Additionally, we need to target those RFEP students who are not Proficient.

B. Strengths and weaknesses of the current plan.

The STRENGTHS of the Title III LEA Plan include the following: 1.) A Newcomer program for English Learners who have been in the U.S. less than twelve months is in place at the elementary 2nd – 5th and also at a middle school that supports newcomer students 6th – 12th. 2.) Pacing guides and benchmark assessments are in place at the elementary and are being developed at the secondary schools. A district-wide data system is in place to analyze benchmark data for all sub-groups. English Learner data can be disaggregated to see which Standards in Math and English Language Arts need reteaching and/or intervention. 3.) A new Math curriculum has been adopted K-8 that includes a remediation component for math concepts. 4.) A Response to Intervention model has been initiated in the district to support English Learners and other struggling students. 5.) Elementary administrators have completed AB 466 training. District teaching staffs have attended GLAD strategy workshops, Differentiated Instruction workshops, and other workshops that contain research-based instructional strategies from authorities such as Dr. Kate Kinsella, and Dr. Stephen Krashen. 6.) Intervention materials have been provided to elementary sites for reading intervention groups, Corrective Reading, Reading Mastery, and Systematic Instruction in Phonemic Awareness, Phonics, and Sight words. 7.) The district is moving into Professional Learning Communities district wide. We are identifying essential standards, developing formative assessments, and meeting in collaborative teacher teams to identify students needing additional support and to create intervention groups to provide remediation in math and language arts. 8.) English Learners have an English Language Learners Individualized Learning Plan (ELLILP) if they are Beginning or Early Intermediate language levels. If they are below 325 on the CST in English Language Arts or Math and are Intermediate, Early Advanced, or Advanced language levels they also have an ELLILP. This plan determines baseline abilities at the beginning of the year and establishes goals for each child to reach in that school year to support their moving up a language level on the CELDT. The plan is monitored by district assessments. There is also an English Language Development Standards checklist at grade levels K -5 to support struggling English Learners. 9.) A Support Program Specialist for Intervention was hired in 2007 to monitor English Language Learners progress district wide. This position monitors ELD classes, identifies struggling students, and those ready for reclassification, provides coaching and staff development of research-based instructional strategies, and consults on district Student Study Teams and IEPs to support ELLs. 10.) Parental involvement has increased due to parental classes from the Parent Institute of Quality Education and the involvement of REDIRECT in our community. More participation at ELACS and the DELAC has been the result. We also have increased the amount of ESL classes available to parents and other adults in the community.

WEAKNESSES: We are at the beginning stages of implementation in our Professional Learning Communities and Response to Intervention programs. We are developing essential standards and working in collaborative teams to improve student achievement. District benchmark assessments are in place and testing data is being accumulated. The next step is for teachers to look critically at the data to form intervention groups and to develop formative assessments that are standards based to monitor student progress. The use of data to inform instruction and to monitor student progress will also lead to improved teaching practices and the identification of needed staff development. Additional monitoring of SDAIE strategies in content classes and the implementation of ELD in mainstreamed classes needs to happen on a regular basis by site administrators to ensure that those practices are occurring regularly and effectively.

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

1. ELs may have remained at the Intermediate level because they have not received standards based ELD instruction daily. Observations, interviews and surveys of staff and administration indicate that students Intermediate and higher who are mainstreamed for ELD may not be receiving effective or sufficient English Language Development instruction. The district is lacking a curriculum for ELD for Intermediate and higher students that develops academic language and good oral language production. Our district adopted ELD curriculum is not effective for Intermediate and higher students. Teachers have not been consistently monitored from site to site to ensure that they are directing instruction in a mainstreamed setting utilizing ELD standards to meet the needs of their English Learners. Consistent monitoring has not been done to ensure that SDAIE strategies are being used in content classes to support English Learners who are mainstreamed.
2. The needs of long-term English learners have not been addressed consistently district wide. Long-term ELs need to be clearly identified, targeted, and monitored for progress.
3. The needs of RFEP students have not been targeted consistently. Those RFEP students who are not Proficient need to be identified, targeted, and monitored for progress, particularly those few who were Below Basic.
4. Interviews and surveys of staff have indicated that good reading and math interventions are not being implemented at all sites. At some sites, they are still in the planning stages. We accumulate data, but the analysis of data to target student achievement is still in the beginning stages. When we do have students in interventions, we are lacking formative assessments to monitor their progress.
5. Teacher feedback has indicated implementing the new math curriculum at the elementary level has been challenging. Identifying students in need of intervention and utilizing the new math intervention curriculum is a work in progress. Additional staff development and grade level collaboration of effective teaching strategies for math are necessary.

D. Conclusion: From the data we reviewed, and the probable causes we identified, WPUSD needs to improve the performance of long-term EL students in math and language arts. We need to monitor the ELD of mainstreamed Intermediate and above students to ensure that it is occurring daily and is effective. We need to find supplemental ELD materials to promote good oral language production and the development of academic language. We need to target long-term EL students and RFEP students to make sure they are making progress in math and language arts. We need to analyze our data to identify struggling students and provide timely interventions in math and language arts. We need to develop formative assessments to ensure that students are making progress and that our interventions and/or our instruction are working.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p>	N/A	N/A	N/A
<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;ELSSA)</p> <p>Objective: All English Learners have access to appropriate Reading/Language Arts Instruction: All English Learners will have appropriate reading and language arts instruction based on their assessed needs. They will have appropriate modifications of materials and instruction designed to meet their English Language Proficiency level and their academic skills.</p> <ul style="list-style-type: none"> • Long-term English learners and struggling RFEP students will be identified and targeted at each site with pertinent assessment data. The reports will be provided to principals and teachers twice a year. • Current interventions will be noted and monitored for effectiveness bimonthly. Interventions will be implemented and monitored every other month if they are not currently in place and are required. • PLC collaborative grade level/department teams at each site will utilize testing data to identify any additional/future areas of concern for English learners and RFEP students, implement interventions, and develop formative assessments to monitor progress. Formative assessments will be developed by June 2010. Formative assessment data will be analyzed in monthly PLC meetings. 	<p>Site Administrator / Counselors /SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS - Int</p>	<p>Aug 2009, Jan 2010, Aug 2010, Jan 2011</p> <p>Sept 2009, Nov 2009, March 2010, May 2010, Sep 2010, Nov 2010, March 2011, June 2011</p> <p>Dec 14, 2009 Jan 25, 2010 Feb 22, 2010 Mar 22, 2010 May 24, 2010 Sept 2010, Oct 2010, Dec 2010, Jan 2011, Feb 2011, Mar 2011, May, 2011</p>	<p>No funding</p> <p>No funding</p> <p>No funding</p>

<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>Objective: All English Learners have access to appropriate Mathematics Instruction. All English Learners have appropriate mathematics instruction and curriculum and opportunities for advanced mathematics class placement. They will have appropriate modifications of materials and instruction designed to accommodate their English Language Proficiency.</p> <ul style="list-style-type: none"> • Long-term English learners and struggling RFEP students will be identified and targeted at each site with pertinent assessment data. These reports will be provided to principals and teachers twice a year. • Current interventions will be noted and monitored for effectiveness bimonthly. Interventions will be implemented and monitored every other month if they are not currently in place and are required. • PLC collaborative teams will utilize testing data to identify any additional/future areas of concern for English learners and struggling RFEP students, implement interventions, and develop formative assessments to monitor progress. Formative assessments will be developed by June 2010. Formative assessment data will be analyzed in monthly PLC meetings. 	<p>Site Administrator / SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS – Int</p> <p>Site Administrator / Teacher/ Counselor/ SPS - Int</p>	<p>Aug 2009, Jan 2010, Aug 2010, Jan 2011</p> <p>Sept 2009, Nov 2009, March 2010, May, 2010, Sep 2010, Nov 2010, March 2011, June 2011</p> <p>Dec 14, 2009 Jan 25, 2010 Feb 22, 2010 Mar 22, 2010 May 24, 2010 Sept 2010, Oct 2010, Dec 2010, Jan 2011, Feb 2011, Mar 2011, May, 2011</p>	<p>No funding</p> <p>No funding</p> <p>No funding</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> <p>Objective: Coordinate district-wide professional development to focus on English Learners.</p> <ul style="list-style-type: none"> • Develop and refine Professional Learning Communities and collaborative team work to meet the needs of English Learners and other struggling students. Collaborative grade level/department teams meet each week. Notes are turned in to site administrators. • Attendance at Dafour workshops and book study groups for teachers, counselors, and administrators. • Implement and refine Response to Intervention framework, classes, and strategies. Collaborative grade level/department teams meet each week. Notes are turned in to site administrators. • Attendance at Mike Mattos workshops by teachers, counselors, and administrators. • Offer math concept instruction to 4th – 5th teachers to enable to teach new adoption more effectively during Winter/Spring 2010. • Send teams of teachers district wide to research-based instructional strategy workshops and training as they become available (training timeline details in bullets 8 and 9). • Identify staff development needs as the result of collaborative grade level/department team meetings and reflection on testing data and the implementation of intervention classes. District Curriculum, Assessment, Intervention, Progress Monitoring, and Staff Development Meetings (CAIPS) will be used to identify key instructional strategies (SDAIE) that need to be institutionalized 	<p>Teachers/ Site Administrators</p> <p>Asst Supt/ Site Administrators/Counselors/ Teachers</p> <p>Teachers/Site Administrators</p> <p>Asst Supt/SPS – Int /Teachers/ Counselors/ Site Administrators</p> <p>Asst Supt/Teachers/ Site Administrators</p> <p>Asst Supt/ SPS – Int/ Teachers</p> <p>Asst Supt/ SPS- Int / Teachers/ Site Administrators</p>	<p>Oct 2009 meet weekly through June 2011.</p> <p>Jan/March 2010 ongoing June 2011</p> <p>Oct 2009 meet weekly through June 2011</p> <p>Dec 2009, Jan 2010 Mar 2010</p> <p>Feb 2010, Mar 2010, April 2010</p> <p>Dec 2009, Jan 12, 2010, Mar 2010, May 2010 Aug 2010, Oct 2010, Jan 2011, Mar 2011, Apr 2011</p> <p>Jan 12, 2010, Mar 9, 2010, May 11, 2010, Sept 2010, Oct 2010, Nov 2010, Jan 2011, Mar 2011, May 2011</p>	<p>No funding</p> <p>SLIG/ Professional Development Block Grant/ \$10,000</p> <p>No funding</p> <p>Professional Development Block Grant/ \$6,000</p> <p>Professional Development Block Grant/ Title II \$23,236</p> <p>Various sources \$3,000</p> <p>No funding</p>
--	---	--	--

<p>district-wide and monitored for effective implementation. Staff development to improve implementation will be scheduled after the key strategies are identified.</p> <ul style="list-style-type: none"> • Staff training plan developed by May 2010. • Training calendar dates: June 2010, August 2010, Oct 2010, Jan 2011, Mar 2011 	<p>Asst Supt/ SPS – Int</p> <p>Asst Supt / SPS - INT</p>	<p>May 2010</p> <p>Aug 2010, Oct 2010, Jan 2011, Mar 2011</p>	<p>No funding</p> <p>Various sources \$21,500</p>
<p>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <p>Objective: To improve and maintain clear parent communication and provide relevant training on student achievement, academic expectations, accountability requirements and support services.</p> <ul style="list-style-type: none"> • Ensure all site and district school/home communications are translated into Spanish where required. • Conduct parenting classes on negotiating the school system and supporting school achievement will be continued. Additional parenting classes will be offered as needs are identified by parent input at ELAC and DELAC meetings and/or good programs are discovered. • Develop ELAC and DELAC attendance by developing phone trees to encourage parent attendance at each site. • Increase Adult Ed classes to meet the needs of the parents of ELs such as ESL and computer literacy. 	<p>Site Admin/SPS – Int</p> <p>SPS – Int</p> <p>Site Admin/SPS In</p> <p>SPS – Int</p>	<p>Aug 2009 – June 2011</p> <p>Sept 2009, Mar 2010; Sep 2010; Feb 2011</p> <p>Nov 2009 – June 2011</p> <p>Sept 2009 – June 2011</p>	<p>SLIG \$1,500</p> <p>CBET/Adult Ed/Title III \$7,000</p> <p>No funding</p> <p>Adult Ed/ Title III \$4,000</p>
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>