

District Name: Campbell Union School District **CD Code:** 43-69393

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, which must be submitted to the California Department of Education (CDE) **no later than January 15, 2010**, is required to:*

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

Campbell Union School District entered into Program Improvement Year 1 as an LEA based on 2009 CST data. Ironically, the district had tremendous success at the same time: first year over 800 API for the LEA – 807; 4 schools with API over 900, compared with one the year prior (Forest Hill, Marshall Lane, Village, Rolling Hills); the highest API growth in the county of a middle school, CMS +47 API points, and the first time Campbell Middle School exceeded the 700 API level; every LEA significant subgroup in ELA and Math improved over the prior year, except for a .5% decrease in math for students with disabilities.

Of the 37 separate AYP targets, CUSD made 30 in 2008-2009. Four of the seven targets were missed for the second year in a row placing the district into program improvement. Those four are: Latino/Hispanic – ELA (35.7%), Socioeconomically Disadvantaged – ELA (36.1%), Students with Disabilities – ELA (29.5%), Students with Disabilities – Math (30.1%). The other three missed targets were not met for the first time, English Learner – ELA, Hispanic/Latino,

Math, Socioeconomically Disadvantaged - Math.

Two CUSD schools are in Program Improvement. Rosemary is a Year 5 PI school and Sherman Oaks is in Year 2. Both schools were in Safe Harbor in 2007-2008, but did not sustain that status in 2008-2009.

In addition, the district missed one Title III goal for the *first* time. AMAO 3 was not made overall with only 39.8% of EL's proficient or advanced on the ELA CST. While the district met AMAO 1 (meeting the target for EL's learning English) and AMAO 2 (meeting the target for the number of EL's attaining English-Language Proficiency), one school, Monroe Middle, did not make AMAO 1 as a school (48.7%; target was 51.6%) and three individual schools did not make AMAO 2: Campbell Middle (26.2%), Monroe Middle (24.6%), Rosemary Elementary (29.3%); AMAO 2 target was 30.6%.

To analyze the essential program components of CUSD's 10 non-PI schools, district leadership received training to understand the EPC's in preparation for facilitating their leadership teams in completion of the Academic Program Survey. A separate training was conducted by the Santa Clara County Office support personnel for the two program improvement schools, in order to prepare them for a deeper analysis of the EPC's with the *entire* staff. After the APS results were tabulated, the instructional services department brought all of the principals together to delve deeper into the exemplars and better understand the rating rubric. As a result, several of the ratings were changed. In addition, the Cabinet and Instructional Services divisions spent three days completing the District Assessment Survey. The EL Department, District Leadership Team and the Instruction Departments worked on the ELSSA and the Special Ed Department, District Leadership Team and the Instruction Department worked on the ISS. These 27 separate documents (12 APS, 1 DAS, 1 District ELSSA, 12 school level ELSSAs, 1 ISS) were analyzed and formed the basis of the four major target areas for this addendum.

The analysis also found areas of strength. In particular, the essential program components relative to pacing guides were found to be tightly coupled between the district and the sites. Likewise, the student achievement monitoring system EPC had similar tight alignment reflecting several years of four benchmark assessments in RLA and math and tracking of students' mastery of standards. Both of those two EPC's were supported by our FOSA (Focus on Standards and Assessment) coaches who are present at every school. ELD coaches are present at four of our schools. The work is enhanced through the 90 minute weekly STPT (structured teacher planning time) on shortened Wednesdays for teachers to collaborate with their coaches. EPC 9, fiscal support was also found in evidence in support of schools' Single Plans for Student Achievement.

1) The analysis indicated that achievement gaps, most notably between Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities (SWD's), and their non-disadvantaged peer subgroups, still persist even though, except for SWD's, they improved. CUSD has implemented common state standards and

invested time and energy to ensure that all staff understand and are committed to teaching them. Teachers are held accountable for the standards. Pacing guides and benchmark assessments are solidly in place. However, the analysis found that there is inconsistency in the implementation of the core Curriculum with the recommended uninterrupted literacy block. While contractually required preparation periods for elementary school teachers must be provided, steps must be taken to mitigate their impact on the literacy block, in particular. In addition, a few sites are still wrestling with the fidelity of adopted textbook use, as well as the challenges of implementing the recommended literacy and math instructional minutes while still maintaining a balanced Curriculum overall. The district's earlier relative strength in math compared to RLA and ELD resulted in a disproportionate amount of professional development over the last few years targeted at those two core areas at the expense of math. With the implementation of a new math adoption at the middle schools in 2009-2010 and the elementary schools in 2010-2011, the district is already tackling this issue.

2) An analysis of the English language learner program in 2008-2009, found that explicit ELD instruction was not delivered consistently at all of our schools. Different materials were in use depending on the building. The tracking of students who were languishing at a CELDT level, i.e. 94 CELDT 1 and CELDT 2 students who have been in the district for 5 years, without adequately progressing was non-existent and/or appropriate interventions were not put in place. Last year, the district fully trained 184 teachers in GLAD (Guided Language Acquisition and Design), 59 in Systematic ELD, plus 4 Trainer-of-Trainers completed their professional development. An additional 266 GLAD and 11 Systematic ELD are scheduled to complete by June 2010. Seventy-five (75) teachers have been trained in ADEPT, an oral language formative assessment. In addition, discreet ELD instruction for a minimum of 30 minutes was put in place. This resulted in a significant boost in achievement levels of this subgroup. However, due to the intricacies of middle school master scheduling, ELD instruction was just implemented at that level in the current 2009-2010 school year. The focus on ELD instruction, time and materials and the implementation of ELD as a core subject is a high leverage goal for all schools.

In addition to ELD, Sherman Oaks, a CUSD dual-immersion elementary school (and in PI Year 2), needs to implement a well articulated dual immersion model that ensures that students are able to show mastery of appropriate skills in English and Spanish.

3) While a rudimentary RtI² pyramid exists, the behavior side of the pyramid is better developed than the academic side. That affective side has PBIS and Project Cornerstone in place. Perception surveys are administered every year assessing student, staff, and parent perceptions disaggregated by ethnic, disadvantaged, and gender subgroups. Regarding the academic side of the pyramid, strategic and intensive interventions have been often haphazardly selected as site-based or teacher-based decisions. (Some of this has been mitigated by a pilot-request procedure that is now required before a school implements such a program.) When the district has done a district-wide intensive intervention, such as Language3!, schools seldom implemented fully and well. While the district has helped with the purchase of such materials and training, there still is a need for teacher understanding of response-to-intervention and implications for their

differentiating instruction. In addition, there is a need for district-adopted, research-based supplemental options from which to choose. Again, most of the interventions that do exist are for RLA, with only a few targeted for math. All training in these programs must be systematic for principals, teachers and educational associates to ensure effective use of the programs.

4) All the survey instruments, especially the ISS, highlight a systemic problem of special education and general education operating independent of each other. Collaboration is a value that is evident in the district’s support of structured teacher planning time every week. Nevertheless, there is a pervasive lack of collaboration between the two divisions, between general education and special education teachers, and a lack of alignment of Curriculum, adherence to standards, training and budgeting between the two populations of students. Instruction for SWD’s must be linked to district best practices and high expectations for all students. The entire professional staff must be made to understand that “all of our children are *all of our children.*”

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
<p>1) Deliver core program that is non-negotiable, implemented with fidelity, and ensures that access and rigor address the needs of all sub-groups of students</p> <ul style="list-style-type: none"> • Implement new math adoption and ensure special education teachers receive materials and training along with general ed teachers and principals • Monitor use of State-adopted RLA, Math, and ELD materials • Learning and Equity Walks • Ensure preparation periods do not impact 	<p>Director of Curriculum Teachers M.S. – 2009-2010 Elem. – 2010-2011</p> <p>Principals 2010-2012</p> <p>Management Team 2010-2012</p>	<p>Textbook Adoption Purchases</p> <p>None</p> <p>None</p> <p>None</p>	<p>\$500,000</p> <p>None</p> <p>None</p> <p>None</p>	<p>Instruction Budget; ARRA; Special Ed</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

<p>literacy block</p> <ul style="list-style-type: none"> • Closer monitoring of lesson plans to ensure that instruction is differentiated to maximize student learning and adopted materials are used with fidelity • Ensure a minimum of daily 30 minutes of English Language development instruction • Implement Targeted School Action Plans to differentiate support for schools based on the unique needs of those sites • Districtwide implementation of Equity training <p>2) ELD program –professional development, structure, materials, time</p> <ul style="list-style-type: none"> • 266 additional teachers currently in process of completing GLAD • 11 additional teachers will be trained in Systematic ELD • Avenues, Highpoint, Inside (pilot), Santillana (pilot), Imagine EL materials • Investigate a new ELD program adoption • Train additional teachers in ADEPT use 	Principals Director of Curriculum <i>2010-2011</i>	None	None	N/A
	Principals <i>2010-2012</i>	None	None	N/A
	Assoc. Supt – Instruction Principals <i>2010-2012</i>	None	None	N/A
	Instructional Services Dept. <i>2009-2010</i>	None	None	N/A
	Equity Consultant All Staff <i>2009-2011</i>	Consultant fee; substitute costs	\$60,000	ARRA
	ELD Coordinator <i>Spring 2010 and Fall 2010</i>	Release time and substitute expenses	\$266,000	EISS Lynhaven; SFSF funds; Title III, Title I EIA, ELAP Instruction
	Systematic ELD Trainers <i>Spring 2010</i>	Release time and substitute expenses	\$ 6,875	
	ELD Coordinator <i>Fall 2009</i>		\$250,000	Title III, Title I
	Director of Curriculum ELD Coordinator <i>Spring 2010, 2010- 2011</i>	N/A	N/A	

<ul style="list-style-type: none"> • Investigate Trainer-of-Trainer model for ADEPT • Investigate ELD structure models in other districts • Pilot placement exam for middle school student placement in the master schedule • Design the dual immersion program offered at Sherman Oaks (SO) School • Review middle school ELD model implemented in 2009-10; make modifications as necessary; monitor middle school schedule <p>3) Intervention in RLA and math RtI² pyramid- implemented with fidelity and tracked with data</p> <ul style="list-style-type: none"> • Schools will designate appropriate strategic and intensive interventions to support achievement of student mastery of 	<p>ELD Coordinator ELD Coaches <i>2010-2011</i></p>	<p>Release time and substitute expenses</p>	<p>\$140/day</p>	<p>Instructional Services</p>
	<p>California Reading and Literature Project (CRLP) <i>Fall 2010</i></p>	<p>Test development expenses; printing</p>	<p>\$8,000</p>	<p>Instructional Services</p>
	<p>ELD Coordinator ELD Coaches <i>Spring 2010, 2010- 2011</i></p>			
	<p>ELD Coordinator Instructional Services Dept Secy Pilot Committee ELD Coaches <i>Spring 2010</i></p>	<p>Testing Materials</p>	<p>\$5,000</p>	<p>Title III</p>
	<p>ELD Coordinator SO Principal SO FOSA Coach SO Staff Assoc Supt. Instruction Director of Curriculum Rosa Molina, Consultant <i>2009-2010</i></p>	<p>Consultant Teacher Stipends</p>	<p>Site Funds</p>	<p>Sherman Oaks Budget Title I Title III</p>
	<p>ELD Coordinator Director of Curriculum</p>	<p>PD, intervention materials, substitutes, coaching</p>	<p>Costs dependent on specific interventions</p>	<p>N/A</p>
	<p>Principals</p>			

standards	Director of Curriculum Director of Student Services Director of Special Education Assoc Supt – Inst Principals Site Intervention Teams <i>Spring 2010, 2010-11</i>	See 5 th Bullet	See 5 th Bullet	Instruction, Sp Ed., Title I, Title III, EIA, ARRA
<ul style="list-style-type: none"> Intensive RLA interventions will be used in lieu of Houghton Mifflin for students 2 or more years behind grade level 	Principals Site Intervention Teams <i>Spring 2010, 2010-11</i>	Same as above	Same as above	Same as above
<ul style="list-style-type: none"> Intensive math interventions will be used in addition to the regular math program for students 2 or more years behind grade level 	Principals Site Intervention Teams <i>Spring 2010, 2010-11</i>	N/A	N/A	
<ul style="list-style-type: none"> EL students CELDT progress will be tracked individually and appropriate interventions will be implemented if students fail to progress through the language acquisition levels 	ELD Coordinator Principals	Intervention materials, PD, substitutes, coaching	\$860,000	Instruction Budget Title I Title III EIA ARRA
<ul style="list-style-type: none"> CUSD will develop a pyramid of research-based programs and interventions which schools can implement as part of Tiers 1, 2, and 3 	Assoc Supt – Instruction Director of Curriculum FOSA Coordinator ELD Coordinator <i>July 2010</i>	N/A	N/A	
<ul style="list-style-type: none"> Sites will have intervention teams to assess student progress 	Director of Special Ed Director of Curriculum FOSA Coordinator <i>Spring 2010</i>			
<ul style="list-style-type: none"> Summer school will provide strategic and intensive interventions 	Director of Curriculum FOSA Coordinator Summer School Principal <i>July 2010</i>	Summer school staff, intervention materials	\$250,000	Title I ARRA
4) Focus on students with disabilities (SWD) to ensure access to high quality instruction and materials that are aligned to the expectations for general education students	Director of Curriculum FOSA Coordinator Summer School Principal <i>July 2010</i>	Summer school staff, intervention materials	\$250,000	Title I ARRA

<ul style="list-style-type: none"> Adopt consistent research-based instructional materials for regular instruction and intensive intervention 	<p>Director of Special Ed Director of Curriculum FOSA Coaches Principals <i>Spring 2010</i></p>	<p>Consistent with Rtl² Matrix</p>	<p>N/A</p>	<p>Instruction Budget Sp Ed Title I Title III EIA ARRA</p>
<ul style="list-style-type: none"> Train special ed teachers on the use of pacing guides, benchmark assessments, the student data management system and ensure that IEP's reflect students receiving Rtl² services 	<p>Director of Special Ed Director of Curriculum FOSA Coordinator <i>Spring 2010</i></p>	<p>Materials, PD, Substitutes</p>	<p>\$30,000</p>	
<ul style="list-style-type: none"> Implement new math adoption for special education students 	<p>Director of Curriculum Principals FOSA Coaches <i>2010</i></p>	<p>Math materials/ training</p>	<p>See #1</p>	
<ul style="list-style-type: none"> In partnership between the special education division and instructional services, ensure that every program, training, and instructional material addresses the needs of SWDs 	<p>Principals FOSA Coaches <i>2010</i></p>	<p>N/A</p>	<p>N/A</p>	
<ul style="list-style-type: none"> Train general ed teachers on their role in the IEP process 	<p>Director of Special Ed Assoc Supt – Instruction Director of Curriculum <i>Spring 2010, 2010-11</i></p>	<p>N/A</p>	<p>N/A</p>	
<ul style="list-style-type: none"> Develop procedures for transitioning SWDs from pre-K to K and elementary to middle school 	<p>Director –Sp. Ed. Spec Ed Teachers <i>Spring 2010</i></p>	<p>Release time; sub costs</p>	<p>\$140/per sub \$ 2,000</p>	
<ul style="list-style-type: none"> Develop procedures for benchmark assessments for SWD's regarding functional level vs. grade level 	<p>Director of Special Ed <i>Spring 2010</i></p>	<p>Release Time Subs, Materials</p>	<p>\$1,500</p>	
<ul style="list-style-type: none"> Work with Principals and School Site Councils 				

to ensure that SPSA's target resources for SWD's who are struggling in the core or intervention	Director of Special Ed FOSA Coordinator <i>Spring 2010</i>	Release Time Subs, Materials	\$1,500	General Ed Sp Ed
	Assoc Supt – Instruction Director of Curriculum Director of Sp Ed Principals <i>Fall 2010</i>	N/A	N/A	

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

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)				Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Campbell Union School District Achievement Results for 2009 and Goals for 2010:				Entire Staff – API targets not yet released; AYP targets (in table at left) or safe harbor			
API Subgroups	API 2008	API 2009	Growth +/-				
African American	747	780	+33				
Asian	915	928	+13				
Hispanic/Latino	689	702	+17				
SED	691	703	+12				
English Learners	708	729	+21				
SWD	614	576	-38				
White	874	890	+16				
AYP Subgroups	AYP 2009	Growth Target	AYP 2010				
RLA Hispanic/Latino	35.3%	+21.5%	56.8%				
RLA SED	35.7%	+21.1%	56.8%				
RLA SWD	28.2%	+28.6%	56.8%				
Math SWD	29.9%	+28.1%	58%				
Campbell Union School District is committed to closing the achievement gap and ensuring academic success for all students. <ul style="list-style-type: none"> At each school and within the district as a whole, students in all subgroups will meet annual state proficiency standards. 				All Instructional staff and school site administrators will work on this goal during the 2009-2010 school year.	Refer to previous and subsequent sections	Refer to previous and subsequent sections	Refer to previous and subsequent sections

<ul style="list-style-type: none"> • All schools and the district will show positive growth in API and AYP and make their growth targets. • Each numerically significant subgroup will continue to have at least 95% of students tested in each content area. <p>District pacing guides and benchmark assessments (every 6 weeks) in both RLA and math will continue to be fully implemented, including special ed teachers. This data will be analyzed during Structured Teacher Planning Time (STPT) facilitated by FOSA coaches.</p> <p>A district wide data management system will be upgraded and implemented in order to look at multiple sources of student data.</p>	<p>Instructional Services Department</p> <p>Associate Superintendent of Instruction</p> <p>Director of Curriculum</p> <p>Coordinator, ELD</p> <p>Superintendent</p> <p>Site Administrators</p> <p>Coordinator of FOSA Site Administrators, FOSA Coaches and Teachers</p> <p>Associate Supt. of Instruction Deputy Supt. of Admin Services Coordinator of FOSA Technology Supervisor</p>	<p>Upgrade to current data management system</p>	<p>\$90,000</p>	<p>ARRA Funds</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
The district will provide coaching for all Professional development and program monitoring.	FOSA Coaches ELD Coaches Math Coaches BTSA Coaches Principals Instructional Services Dept.	Coach salaries	\$1,000,000	General Fund & categorical monies: EIA Title III Title II, B CaSMP (Math Grant) ELAP
The district will provide strategic and intensive intervention programs for all students not making AYP.	Principals; Site leadership teams; Instructional Services; Council; Cabinet <i>Spring 2010</i>	Materials & PD as appropriate	ExCEL \$80,000; Language!3 \$1500/day; Read 180 \$80,000; \$360,000 \$6,875 \$13,500	General Fund; EIA; Stimulus ARRA; Title III
The district will provide appropriate ELD materials and training to staff.	ELD Dept. ELD Coaches/FOSA coaches Instructional Services Dept. <i>2009-2010</i>	Systematic ELD training costs; A Look at Learning ELD materials	\$250,000	Instruction Budget; ARRA; Title III

<p>The district will ensure that SWDs are served in the least restrictive environment with appropriate support to access the core curriculum.</p>	<p>Special Ed Dept. Instructional Services Dept. All instructional staff Principals</p>	<p>N/A</p>		
<p>The district will provide collaboration opportunities for general ed and special ed teachers.</p> <ul style="list-style-type: none"> • Coaching-FOSA, ELD, Math, BTSA • 9 Effective School Strategies -What Works in Schools • Differentiation • Learning Walks • A Look at Learning • STPT • Systematic ELD • State-adopted Curriculum in all areas • EPGY • GLAD • Perception Surveys • Enhance math content knowledge at elementary level-work with Santa Clara Unified to write grant to train Elementary teachers/SPED on math content knowledge and pedagogy (grant will be submitted in Sept. 2010) • The role of general education teachers and student IEPs 	<p>Special Ed Dept. Instructional Services Dept. All instructional staff Principals</p>	<p>N/A</p>		

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

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district will continue to revise and update pacing guides, benchmarks, and other formative assessments to guide instruction for improved achievement for all students.</p> <p>The district will develop a matrix of services defining interventions, materials, time requirements, assessments as specified in Rtl².</p> <p>The district will develop common criteria for student entrance to and exit from intervention services based on assessments.</p> <p>The district will upgrade and follow the Rtl² intervention pyramid in question 1. All sites will use district adopted intervention materials appropriate to student level and subject matter.</p>	<p>FOSA Coordinator FOSA coaches Grade-level chairs Curriculum Council <i>Spring 2010</i></p> <p>Associate Supt – Instruction Director – Curriculum Director – School Services Director – Special Ed FOSA Coordinator EL Coordinator <i>Spring 2010</i></p> <p>Cabinet; Instruction dept. School Services Rtl² Intervention Teams <i>Spring 2010</i></p> <p>All instructional staff Site administrators <i>Spring 2010, 2010-2011</i></p>	<p>Release time Sub time</p> <p>Intervention Materials</p> <p>Instructional materials referenced previously; Release time for Rtl² teams</p> <p>Purchase of adopted materials</p>	<p>Ongoing FOSA expenses; Release-\$140/day; ~\$8,400</p> <p>\$25,000</p> <p>\$2,000</p> <p>Dependent on materials adopted</p>	<p>General Fund</p> <p>Site Funds; Instruction; Sp Ed</p> <p>Instruction Sp Ed</p> <p>Instruction; Sp Ed; EIA; Title I, Title III</p>

<p>EL students will be tracked as they progress through CELDT levels to ensure that appropriate measures are taken, i.e. academic interventions, ELD instruction, if students are not progressing</p>	<p>ELD Coordinator Principals <i>Spring 2010, 2010-2011</i></p>	<p>CELDT testers Intervention materials; summer school</p>	<p>N/A</p>	
<p>Special education teachers will collaborate with general education teachers during STPT</p>	<p>Special Ed Teachers General Ed Teachers <i>Spring 2010-ongoing</i></p>	<p>N/A</p>		
<p>Special Education teachers will use data to determine appropriate instruction for special education students and ensure that general education teachers understand their roles when students are in the mainstream</p>	<p>Director of Special Ed Director of Curriculum Principals FOSA Coaches</p>	<p>N/A</p>		
<p>Sherman Oaks will finalize the design of the dual immersion program with the support of consultant, Rosa Molina</p>	<p>Assoc. Supt – Instr. Director of Curriculum ELD Coordinator FOSA Coordinator SO Principal SO FOSA Coach SO staff Rosa Molina <i>2009-2010</i></p>	<p>Cost of Consultant</p>		<p>Sherman Oaks Budget</p>
<p>Equity work will expand to the school sites through the use of site-based equity teams and the EdEquity Consultant</p>	<p>Site Equity Teams Cabinet Dr. Edwin Javius <i>2009-10; 2010-11</i></p>	<p>Consultant, release time</p>	<p>\$60,000 <i>2009-2010</i> \$50,000 <i>2010-2011</i></p>	<p>ARRA Gen. Fund</p>
<p>Site administrators will hold staff accountable for differentiated lesson design, use of adopted materials, sufficient instructional time, monitoring of EL and SWD students and implementation of appropriate interventions</p>	<p>Principals Asst. Supt. – HR FOSA Coaches</p>	<p>N/A</p>		
<p>Middle School master schedules will incorporate need for interventions, workshop classes, ELD for 2010-2011</p>	<p>M.S. Admin Asst Supt - HR Director of Curriculum</p>	<p>N/A</p>		

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. (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 .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Based on student achievement and survey data, CUSD has identified the following four areas for professional development. These areas were chosen in order to reduce the gap in student achievement based on benchmark, CELDT and CST data. The areas were also chosen based on the input from the following areas:</p> <ul style="list-style-type: none"> • Site Academic Performance Surveys • Site Perception Surveys • District Assessment Survey • English Learner Subgroup Self Assessment • Inventory of Services and Support for Students with Disabilities • District Professional Development Survey • Feedback Forms Aggregated from All District PD Sessions • Database of Teacher PD Participation • Curriculum Council Input <p>CUSD will support teachers in <i>using assessment</i> to inform their instructional practices.</p> <ul style="list-style-type: none"> • All teachers, including sp ed, will be trained in using district pacing guides. • All teachers will be trained and supported in using CUSD’s new data warehousing system. • FOSA coaches will work with teachers during STPT, classroom observations and walkthroughs. • FOSA coaches will support teachers to understand 	<p>Coordinator of FOSA</p> <p>Teachers</p> <p>FOSA Coaches</p>	<p>Data Warehousing System</p> <p>Release time for coaching</p>	<p>\$90,000</p> <p>\$140/day for substitutes</p>	<p>ARRA</p> <p>ARRA or site-based</p>

<p>for mentoring.</p> <ul style="list-style-type: none"> • ELD coaches will be working with all sites to support ELD clustering, assessment and instructional strategies. • Continued training and follow up training will be offered for GLAD and Systematic ELD. • Teachers will be trained on multiple forms of ELD assessment tools (ADEPT, CELDT, LAS placement and observational tools). <p>CUSD will support <i>general education and special education teachers to collaborate</i> to support best teaching practices for students with disabilities.</p> <ul style="list-style-type: none"> • Administrators, special and general education teachers, and Educational Associates will be trained on the implementation of programs for SWD's including rules and responsibilities, an instructional delivery model, Rtl, student placement in the least restrictive environment, helping SWD's access core Curriculum, differentiated instructional strategies to support core instruction, and writing standards-based IEP goals and objectives. • District and site administrators will monitor implementation of the Instructional Services delivery model. • FOSA coaches will facilitate the protocol for effective collaboration between general education and special education teachers to ensure articulation to support SWD's. • All teachers will receive training in differentiation to support meeting the needs of all of their students. In addition, a special focus will be given to working with SWD's who are mainstreamed in general education classrooms. 	<p>ELD Coordinator Coordinator, Standards and Assessment <i>Spring 2010, 2010-2011</i></p> <p>Director of Curriculum Director of Sp Ed Coordinator, Standards and Assessment</p> <p>GATE Coordinator <i>12/7/09, 1/10, 3/10, 4/10</i></p>	<p>Release time for teachers</p> <p>In house training for differentiation (CUSD trainer) Release time for teachers</p>	<p>\$140/day</p> <p>Stipend for CUSD trainer</p> <p>\$140/day</p>	<p>Site Funding</p> <p>Title I</p> <p>Title I</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.

NOT APPLICABLE

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

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source												
<p>AMAO Goal #1 reflects the percentage of English Learner students making annual progress on the CELDT. English Learners at the beginning, early intermediate, intermediate levels are expected to gain one performance level. English learners at the early advanced or advanced levels are expected to reach or maintain proficient on the CELDT.</p> <p>AMAO Goal #2 measures the percentage of students in a specific cohort who have attained English proficiency level on the CELDT (early advanced or advanced with no sub. Score lower than intermediate).</p> <p>AMAO #1 Targets</p> <table border="1" data-bbox="205 1247 783 1421"> <thead> <tr> <th>Year</th> <th>AMAO #1 Target</th> <th>CUSD</th> </tr> </thead> <tbody> <tr> <td>2008-09</td> <td>51.6%</td> <td>58.7</td> </tr> <tr> <td>2009-10</td> <td>53.1%</td> <td></td> </tr> <tr> <td>2010-11</td> <td>54.6%</td> <td></td> </tr> </tbody> </table>	Year	AMAO #1 Target	CUSD	2008-09	51.6%	58.7	2009-10	53.1%		2010-11	54.6%					
Year	AMAO #1 Target	CUSD														
2008-09	51.6%	58.7														
2009-10	53.1%															
2010-11	54.6%															

AMAO #2 Targets

Year	AMAO #2 Target	CUSD
2008-09	30.6%	40.2%
2009-10	32.2%	
2010-11	35.6%	

The district will systematize the collection and analysis of English learner progress data to inform instruction and ensure AMAO targets will be met. Teachers will be provided with up to date data on a regular basis in order to monitor the progress of their students.

The district will research the adoption of a new ELD Curriculum and develop a pilot plan

The district will ensure that all English Learners receive at least 30 minutes of high quality ELD instruction

Sites will develop ELD plans and submit them to the ELD dept. Plans will include ELD schedules, curriculum, criteria for placement, and identification of the ELD teacher for every EL student. The site administrator and ELD staff will monitor ELD instruction through the collection of ELD schedules and regular walkthroughs. Documentation of ELD instruction will include lesson plans and structured planning time allotted for ELD planning which will be given to the site or district administrator upon request.

Students will be appropriately placed in ELD classes based on their EL level. Three sites will pilot the CTB McGraw Hill ELD Placement assessment to determine if this is a valid

ELD Coordinator
FOSA Coordinator
Student Information Services
Department
ELD Secretary
FOSA Coaches
Spring 2010

ELD Coordinator
ELD Coaches
Spring 2010

ELD Coordinator
Site Administrators
2009-2010

ELD Coordinators
Site Administrators
ELD Teachers
ELD Coaches
2010-2011

ELD Coaches
ELD Teachers
ELD Coordinator

Training materials on developing a site ELD plan

Assessment materials
Testers/scorers

N/A
(adoption cost approx. \$250,000)

\$500

\$20,000

Title I
Title III

Title III

Title I
Title III
ELAP

<p>and efficient tool for placement of EL students. Upon completion of pilot, Instructional Services will determine next steps for districtwide implementation.</p>	<p><i>Spring 2010</i></p>			
<p>The district will identify multiple forms of ELD assessments in addition to CELDT in order to monitor progress. Assessments will be both formative and summative.</p>	<p>ELD Coordinator FOSA Coordinator ELD Coaches FOSA Coaches <i>2010-2011</i></p>	<p>Purchase of external assessments OR Development of internal assessments</p>	<p>\$20,000</p>	<p>Title I Title III ELAP</p>
<p>All teachers teaching ELD will be trained in Systematic ELD.</p>	<p>ELD Coordinator ELD Teachers</p>	<p>Materials Trainer-of-Trainers recertification Subs/Stipends</p>	<p>\$40,000</p>	<p>Title I Title III</p>
<p>ELD Coaching Four ELD coaches will provide staff development and 1:1 coaching support to teachers at Blackford, SOAKS, Rosemary, CMS, and MMS</p>	<p>ELD Coordinator FOSA Coordinator ELD Coaches FOSA Coaches ALL Facilitators</p>	<p>Access to Online Tools Training Materials for Coaches ALL Trainer-of-Trainers Recertification</p>	<p>\$15,000</p>	<p>Title I Title III</p>
<p>All FOSA coaches will use the A Look at Learning (ALL) ELD Observation Tools to provide 1:1 coaching at all sites</p>				
<p>ALL Facilitators will continue to receive professional development from the COE through the ALL Collaborative. ALL Facilitators will train the FOSA/ELD coaches four times a year in order to improve ELD coaching skills and knowledge.</p>				
<p>The district will ensure that all English Learners have access to grade level content through differentiated instruction and scaffolding. The district will continue to</p>	<p>ELD Coordinator FOSA Coaches ELD Coaches</p>	<p>Subs./Stipend Trainers/ Registration</p>	<p>\$100,000</p>	<p>Title I Title III EISS</p>

<p>provide Guided Language Acquisition Design (GLAD) training. Follow up GLAD coaching and planning will occur at the site level.</p> <p>FOSA and ELD Coaches will monitor GLAD implementation through the use of the ALL observational tools.</p> <p>ELD Coaches will provide professional development to paraprofessionals supporting English Learners.</p>	<p>ALL Facilitators GLAD Trainers</p> <p>FOSA Coordinator ELD Coordinator Principals FOSA Coaches</p> <p>ELD Coordinator Paraprofessionals ELD Coaches</p>	<p>costs, trainer fees for follow up coaching</p> <p>Training Materials Para-professional subs</p>	<p>\$1,000</p>	<p>Title I Site level block grants</p>
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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>Summer Programs: CUSD runs a four week Summer School, specifically designed to meet the needs of students who are FBB or BB in RLA and/or math. This summer we are working on developing an ELD strand to be included in the summer program. In addition, 7th grade students will be offered the chance for an Algebra Academy course, to boost their achievement in 8th grade Algebra.</p> <p>After School Programs: There are a number of After School Programs in existence in CUSD, and we plan to expand these programs so that more students have access. These programs reinforce the learning that occurs during the school day, and also offer intervention for those students who qualify. In addition, our Extensions program provides Drama for all of our school sites in order to facilitate a well-rounded educational experience.</p> <ul style="list-style-type: none"> • Citizen Schools • Afterschool Allstars • Learning Express 	<p>Director of Curriculum Summer Academy Principal and Teachers <i>July 2010</i></p> <p>Director, Extensions Extensions staff members Site Principals</p>	<p>Summer Academy program costs (salaries, materials, facilities)</p> <p>Salaries, materials, facilities</p>	<p>\$150,000</p> <p>\$1,312,500</p>	<p>ARRA Title I</p> <p>ASES Grant (State Funded) Fee-based Programs</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>Perception Surveys will be completed annually by teachers, parents and students and will be used as one measure to evaluate the effectiveness of programs for future planning.</p>	<p>Director of Curriculum <i>Spring, 2010</i></p>	<p>Printing parent surveys; Supt. letter</p>	<p>\$1300 \$260 \$9,950 online costs</p>	<p>School Imp Block Grant</p>
<p>A District Community Liaison will provide district-wide support for ESL parents in the following areas:</p> <ul style="list-style-type: none"> • Health and Nutrition classes • Translation services for all school sites • Community Resource Information • Home visits 	<p>ELD Coordinator Liaison - MMS, CAS, CMS - Mariza Ramans <i>2009-2010</i></p>		<p>\$40,000</p>	<p>Title I, CMS EIA, Site Categorical Block Grants, Castlemont MAA</p>
<p>Bilingual Community Liaisons to provide support and information for parents through parent classes, translation services, community resource information, and help with assessments.</p>	<p>Site Principals; ELD Coordinator Mariza Ramans Myriam Cordero Jerome Flowers <i>2009-2010</i></p>		<p>Regular Costs</p>	<p>School Imp Block Grant</p>
<p>ESL and Technology classes for ESL parents</p>	<p>ELD Coordinator Principals <i>2009-2010</i></p>	<p>Teacher, Babysitter(s), Printing \$616 for 8 week session</p>	<p>\$2732 per 8 week class</p>	<p>Title I</p>
<p>DELAC/ELACs to provide an expanded forum for parents to discuss issues.</p> <ul style="list-style-type: none"> • ELAC/DELAC will meet five times a year to advise the governing board on: <ul style="list-style-type: none"> • the district plan for ELs • the districtwide needs assessment • the language census 	<p>ELD Coordinator, Site Principals, DELAC/ELAC officers Community Liaison</p>	<p>Materials Copying</p>	<p>\$400</p>	<p>Title I</p>

<ul style="list-style-type: none"> the district's reclassification process parent notification process for student achievement <p>Summer Parent Academy for parents of EL students to provide training for parents in basic math and reading in order to support their child at home.</p> <p>Six Spanish Parent Educators will be trained to conduct nine-week parent classes focused on supporting their child's developmental assets.</p> <p>Translator and Interpreter Services will provide translators for conferences and meetings. An online request process will be available for teachers and school staff.</p> <p>A District Translator will be hired to translate all communications emanating from the Superintendent's office.</p> <p>Kindergarten Orientation to inform parents about curriculum and to offer suggestions for ways parents can prepare their child for the start of school.</p> <p>Individual schools will provide specific programs such as: Project Cornerstone Project Cornerstone trains and mobilizes adults to intentionally work to develop healthy, caring, and responsible children and youth through programs that strengthen families, neighborhoods, communities, and schools, and by ensuring that the needs of young people are addressed in public policy. The following Project Cornerstone programs for parents will be implemented:</p> <ul style="list-style-type: none"> LOS DICHOS DE LA CASA - Volunteers read bilingual Spanish-English books related to their cultural heritage and lead asset-building activities and discussions with the entire class. Volunteers 	<p>ELD Coordinator/ District Community Liaison <i>Summer, 2010</i></p> <p>ELD Coordinator Director School Services Project Cornerstone</p> <p>Director of Curriculum ELD Coordinator</p> <p>ELD Coordinator</p> <p>Director of Curriculum <i>Spring 2010 and each year</i></p> <p>Site Principals Director of Student Services ELD Coordinator</p>	<p>Trainers, Translators, Materials</p> <p>Materials</p> <p>Translation Services; Stipends</p> <p>Translation Services</p> <p>Materials Refreshments Written Translations</p>	<p>\$2000</p> <p>\$8,000</p> <p>\$3,000</p> <p>\$4,300</p> <p>\$2,000</p>	<p>Title I</p> <p>Title I Title III</p> <p>Title I</p> <p>Title I Supt Budget Inst Budget</p> <p>Instructional Services</p>
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<p>will be trained by the site liaison to support English and EL reading through structured Spanish/English bilingual reading strategy support.</p> <ul style="list-style-type: none"> • ABC PARENT TRAINING - CUSD sponsors training for parents to spend time in the classrooms of their child's elementary school using literacy to address issues like student to student respect and how to avoid being the victim of a bully, as well as values like honesty, caring, and responsibility. Each month the parents meet as a group to review the story and lesson plan for the upcoming month. • TAKING ASSET BUILDING PERSONALLY (TABP) Study Groups - Six Spanish Parent Educators will be trained to conduct six-week sessions for parents that teach about supporting the developmental assets found to be the essential building blocks needed by young people to grow into healthy, caring and responsible adults. Assets featured: succeeding in school, helping others, valuing diversity, exhibiting leadership, resisting danger, delaying gratification, and overcoming adversity. 				
<p>CUSD will sponsor the Latino Family Literacy Project for sites that request the program. It is specifically designed to support parent literacy by showing parents how to become involved with their child's reading and how to spend quality time with their child.</p>	<p>ELD Coordinator Principals 2009-2010</p>	<p>Materials Trainer Stipend</p>	<p>\$2000</p>	<p>School Charter Block Grants</p>
<p>Parent Institute for Quality Education (PIQUE)-CUSD will sponsor a twelve-week program at four sites designed to educate parents in how to motivate their child to go to college.</p>	<p>ELD Coordinator Site Administrators- Rolling Hills, Campbell, Sherman Oaks, Rosemary Winter 2010</p>	<p>Cost per parent who completes program</p>	<p>\$100 per parent – approx \$12,000</p>	

<p>ALAS (Advancing Latino Achievement Success), College Going Culture – San José State Univ, National Hispanic Univ regional conference promoting college for Latino school children and their families. CUSD students and their families will attend workshops on campus. Topics include academic skills, parental involvement, processes and pathways, health and wellness, college student life, and benefits of higher education.</p> <p>School Site Councils will continue to dispense information and collect feedback from members of the educational community.</p> <p>S-PAC (Superintendent’s Parent Advisory Committee) will meet). Two representative parent leaders from each school will attend for the purpose of providing two-way communication between the parent community and the district.</p> <p>Even Start will continue to be offered to qualifying families to support local family literacy projects that integrate early childhood education, adult literacy, parenting education, and interactive parent and child literacy activities for low-income families with parents who are eligible for services under the <i>Adult Education and Family Literacy Act</i> and their children - birth through age 7.</p> <p>Parent training will be provided in ways to support their child’s IEP goals.</p> <p>Resources for RSP students (beyond mild/moderate) will be explored.</p> <p>CAC –Parent classes and support meetings will be offered as part of the CAC program (parent support group for parents of special needs children).</p>	<p>FOSA Coordinator <i>April 2010</i></p> <p>Site Principals <i>Monthly</i></p> <p>Superintendent Parent Reps Council <i>Every second month</i></p> <p>Gina Phi, Pre-School Director</p> <p>Director, Special Education, Sp Ed Teachers, Principals <i>ongoing</i></p> <p>Director, Special Education <i>Feb-Apr 2010</i></p> <p>Director, Special Education</p>	<p>Transportation Fees Materials Refreshments</p> <p>Instructional materials, child care</p>	<p>\$10,000</p> <p>\$120,750</p>	<p>Title I, Part B</p>
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