

Title III LEA Improvement Plan Addendum

1. Based on analysis using the English Learner Subgroup Self Assessment (ELSSA), identify factors that prevented the LEA from achieving the AMAOs (five page maximum).

The district's English learner (EL) program is based upon the *English Learner Master Plan* which was developed in the 2009-10 school year and has been implemented since 2010-11. The development of this plan was the result of FPM findings, instructional rounds, and English learner data from multiple measures. These findings included rates and follow-up in the redesignation process, evaluation of the EL educational program, availability of support classes as well as the staffing levels and student/teacher ratios for EL students. The plan was updated in 2014-2015. Each of these items was satisfactorily addressed. Among the steps in making progress in these areas are:

- ✓ Increased rates of redesignation in 2014-15
- ✓ Use of follow-up forms to facilitate monitoring of R-FEP students
- ✓ Tracking of follow-up of R-FEP students by Family and Student Support Coordinators
- ✓ Implementation of local assessment (QIA) of Primary Language Proficiency
- ✓ Family and Student Support Coordinators meet monthly to review progress on all aspects of EL Master Plan
- ✓ All teachers trained on EL Master Plan
- ✓ EL Instructional Plan reviewed at every IEP meeting for students with disabilities
- ✓ Leveled ELD instruction implemented at elementary school sites

These factors contributed to SUSD's achievement of Title III AMAO #1 – Annual Progress in English proficiency (78% & 64%) and AMAO #2 – Attainment of English Proficiency. However, despite these efforts, SUSD did not make Title III AMAO #3 for the past two years, as the EL subgroup missed CST targets in English Language Arts and Mathematics both years.

Per CDE policy, SUSD began the process of analyzing why it has not attained AMAOs #1 and #2 by using the ELSSA. The District Leadership team met during the annual Soledad Summit and reviewed data pertaining to the AMAOs. Following the summit presentations, Directors, Principals and Family & Student Support Coordinators met to analyze the data. Based on SUSD's review of data, it has been determined that the following factors have prevented EL students from meeting AMAO #1 and AMAO #2:

- Inconsistency of quality and quantity of ELD instruction
- Inconsistent and insufficient use of effective (SDAIE) strategies in core instruction of EL students
- Insufficient progress made on student redesignation

- Local EL assessment (CELDT scores) is used instead of an ELD curriculum-embedded assessment; EL student progress was inconsistently tracked
- Students who were at English Proficiency but not reclassified did not count toward AMAO #2
- Other administrative factors

Several in depth discussions took place centered on the data which SUSD ELSSA generated. The overall conclusion reached was that several different aspects of ELD instruction is lacking in the SUSD.

SUSD school sites did consistently meet the state guidelines for instructional time at elementary school sites. However, compliance varied from grade level to grade level. It appeared that the ELD instructional design was not followed consistently by all teachers. These variances negatively affected the progress of our EL students during the ELD instructional site time. While the quantity of ELD instructional time was at issue, so was the methodology of ELD's placement in the instructional schedule. Differences were noted between sites and between classrooms at given sites.

The basis of these ELD deficiencies appears to be tied to a lack of awareness on the part of many (not all) teachers as to what ELD should look like. In addition, school site and district administrators have varying degrees of knowledge and understanding of ELD and how ELD instruction should be designed and monitored. It appears that professional development aimed at ELD has not been adequate enough to result in teacher practice of effective ELD. It would also appear that professional development has not raised teacher awareness of the need for ELD to the point at which many teachers would be compelled to teach ELD in a standards-based manner. A review of site-level professional development plans this year as well as prior year plans suggested that professional development design has been site-based and thus has varied across the district. Professional development plans are developed at the site level, and except for 1-2 district wide sessions per year; plans have been based upon site needs as perceived by principals and whichever teachers they consult with. Thus teachers have not been consistently trained in topics which would increase their effectiveness as ELD instructors including strategies such as tracking and use of CELDT data, knowledge of ELD standards, and the difference between ELD and ELA instruction.

Teacher development is not the only obstacle to a fully effective ELD program. While teachers have access to state and district-adopted curriculum programs such as Houghton Mifflin (K-8) and Prentice Hall (9-12), the use of these materials has been problematic due to a mismatch to student needs. The present ELD program is designed by comprising classes within a grade level and according to their instructional ELD level, however the adopted ELD program is designed by grade-level instead of CELDT score levels. For example, some students who scored Intermediate on CELDT, but are strategic learners (reading level is within 2 years of grade level) are taught using the supplemental language program Language! based upon their CELDT level. However since Language! focuses upon far below grade level readers, these intermediate students may miss out on appropriate reading instruction.

The responsibility of raising teacher awareness of the need for ELD falls upon administration. Some sites may not provide complete class lists of students with their language designations. In addition, not all teachers are actually accessing CELDT scores or levels for their students without assistance. Those that access CELDT scores, know the needs of their students performing at each of the five CELDT levels.

Along with the overall lack of focus of the ELD instructional program is the issue of core instruction for EL students. At the elementary level, the vast majority of classrooms are blended, made up of EL and EO students. Therefore, the district must subscribe to the mantra *“Every teacher is an EL teacher and every student is an English learner.”* Although professional development in this area has been more prevalent than for ELD, the degree to which strategies presented are actually put into practice is not as high as it needs to be. In the past, district initiatives have included Guided Language Acquisition Design (GLAD) and Step Up to Writing. For a time, these strategies receive the primary focus and attention of teachers. However the district has struggled to sustain this focus and so the strategies revert to use by those teachers who are able to maintain their consistent use and those who had the previous training. Specific school sites have also focused attention on other SDAIE strategies such as frontloading and use of graphic organizers. Observations by both principals and trained outside observers show that the implementation of effective ELD strategies is uneven from teacher to teacher.

Teachers and principals strive to address the issue of inconsistency from grade-level to grade-level of the implementation of the state guidelines for instructional minutes and the need to devote sufficient instructional and intervention time while at the same time maintain instruction in science, history/social science, fine arts and physical education. It was determined that as with ELD, the time devoted to ELA and Math instruction and intervention varies by same grade sites. Following this analysis, SUSD has initiated a process of developing uniform standards of instructional time. Included in this issue is the matter of time for intervention. The methodology of how this time is counted also varies by site. Some sites count it separately from ELA and Math instruction. Other sites include the time with ELA and Math on a blended basis. Inasmuch as intervention should be conducted with district adopted materials, intervention should be a well-defined period of the day. There is little evidence that intervention is happening consistently at each site.

Data gathered for the ELSSA revealed that the reclassification rate of EL students to R-FEP status has not progressed consistently. This has resulted in the lack of progress made by students. According to the criteria set forth in the district’s EL Master Plan includes district summative testing (NWEA) and CELDT scores, some students may meet reclassification criteria per CELDT requirements but not necessarily meet the NWEA criteria. Therefore they remain designated as EL students.

Another factor identified through the ELSSA process is that there is not enough coaching and/or mentoring process specifically for ELD. New teachers benefit from the teacher induction program; however these activities are focused upon classroom management and use of ELA and Math instructional materials. There is not sufficient time to include meaningful ELD support for new teachers in the teacher induction program. Experienced teachers are not given the opportunity for coaching or mentoring in ELD instruction.

Another possible factor cited by staff completing the ELSSA was the tendency for some of the districts preschool sections to be taught primarily in Spanish. This tendency was to be addressed with professional development for preschool teachers and a new preschool Reading Language Arts adoption.

Finally, in ELSSA sessions, factors were identified by administrators and Family & Student Support Coordinators which although may contribute to

SUSD's failure to meet AMAO #3, are either minimally controllable or outside control of the district. Factors over which SUSD has minimal control include:

Factor	Detail	District's effort to mitigate
Parents of EL students who leave for extended winter breaks causing their students to miss one or more weeks of school	The cumulative effect of missed school would impact the student achievement in years when the extended break is not taken and thus the scores would apply to that year's AYP	Each year, the district sends out a letter discouraging parents from taking extended breaks. Parents are advised that if their students are pulled out of school, they will not be guaranteed return to the same teacher's classroom. Slots in the after school program are also not reserved for these students.
Parents of EL students do not speak English	The perception among some teachers is that this language barrier prevents parents from being of assistance to their students with their assignments. Parents also express the view that their primary language hinders their ability to help their student(s).	In numerous parent meetings as well as parent teacher conferences, parents are advised on how to assist their student(s) regardless of language. Such measures can include having the child teach the parent using the primary language and having the parent read to their student in the primary language. The district also offers low cost ESL classes for adults.

<p>Parents of EL students have a low education level</p>	<p>The perception among some teachers is that this education level prevents parents from being of assistance to their students with their assignments. Parents also express the view that their limited education level hinders their ability to help their student(s).</p>	<p>In numerous parent meetings as well as parent teacher conferences, parents are advised that they can still be of assistance to their student(s). The child can teach the parent using the primary language and if applicable, the student can read to the parent in the primary language. The district also offers several Spanish language GED classes in the district</p>
<p>Some apathy towards becoming English Proficient among the Spanish speaking population in Soledad</p>	<p>The perception among some staff is that parents do not have the desire to learn English and that this apathy transfers to their students. Some parents appear to not be unconcerned about their student's progress in English proficiency and eventual prospect for success at the secondary level and beyond.</p>	<p>The district has very limited influence in what is really a cultural issue. It conducts outreach and holds classes through the adult school.</p>
<p>Turnover in and lack of available highly qualified credential mathematics teachers</p>	<p>Turnover in staff at the middle and high schools has hindered the efforts of the district to build a highly trained mathematics teaching staff which would provide consistent high quality mathematics instruction. Time and resources invested in professional development do not produce dividends when math staff leave the district soon after training.</p>	<p>The district actively recruits for highly qualified mathematics teachers. It makes an effort to support mathematics teachers through BTSA and a new Math Partnership Grant which provides lesson plan training, coaching and mentoring.</p>
<p>Family & Student Support Coordinators are often pulled to cover classes when regular substitute teachers are not available</p>	<p>The impact of this factor is that Family & Student Support Coordinators are not able to provide services to EL students, track data or monitor instruction or progress of English Learners.</p>	<p>The challenge of getting qualified substitute teachers is substantial in the SUSD. Sites can implement rotating schedules of coverage to reduce Family & Student Support Coordinators coverage of classes.</p>
<p>Student Mobility</p>	<p>There is a small but significant percentage of EL students whose mobility hinders their success in school and impacts the district's achievement of AMAO 3. These students move more frequently, but their test scores impact AYP when the start and complete the school year at the same school site</p>	<p>There is little a district can do to address mobility as moving is a family-based and usually economically driven decision.</p>

All factors listed above were carefully discussed and analyzed for their impact on EL student achievement. The result was the Local Educational Agency Plan Addendum attached here.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
2a. Identify goals and targets. Describe specific strategies, based on scientifically based research, to improve English proficiency. ^ Denotes scientifically based research-supported strategy (AMAO #2)			
Goal: English Learner students enrolled in SUSD 5 years or longer will achieve English proficiency (as measured in the fall of students' 5 th year of SUSD enrollment) Targets: ➤ In 2015-16, 52.8% of English Learner students enrolled in SUSD 5 years or longer will achieve English proficiency			
i. A schedule for both designated and integrated ELD instruction will be established at each school site:	-Family and Student Support Coordinators -Principals -Teachers	08/01/2015	N/A

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
ii. Supplemental ELD instructional materials targeting Beginner, Early Intermediate and Intermediate students will be acquired and delivered to school sites	FSSCs Principals	8/01/16	LCAP Title III
iii. ELD instruction will be monitored systematically; principals will conduct a minimum of two unannounced visits to ELD instructional classrooms weekly	Principals (Tracked by Superintendent)	Beginning 8/2015	N/A
iv. Explore redesigning ELD program in terms of ELD-integrated in all content areas	Principals, FSSCs	Beginning 8/2015	LCAP Title III
v. Design and implement an ELD curriculum-embedded assessment program which will provide periodic/ongoing (6-8 week intervals) data on the academic growth of EL students	Principals, FSSCs	Beginning 8/2015	LCAP Title III
vi. Design and implement courses of study specific to ELD student level	Principals, FSSCs	2015-16	Title I Title III LCAP
vii. Teachers will collect EL student subgroup data from periodic local assessments and meet at least once a month to collaborate on effective EL instructional strategies to improve EL student achievement	Principals FSSCs Teachers	2015-16	Title I LCAP

*Time Recommendations for State-Monitored Schools

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p>2b. Identify goals and targets. Describe specific strategies, based on scientifically based research, to improve academic achievement in Reading/Language Arts. ^ Denotes scientifically based research-supported strategy</p>			
<p>Goal: English Learner Students (grades 3-8, 11) in SUSD will score at Proficient on the ELA SBAC within 5 years of initial SUSD/US school enrollment</p> <p>Goal: EL Students (grades 10-11) will pass CAHSEE ELA Exam</p> <p>SBAC Target: Below Target EL students will progress by one ELA SBAC level Proficient EL students will maintain Proficient levels on ELA SBAC</p> <p>CAHSEE Target: In 2014, 55% of SUSD English Learner students in grade 10 will pass the CAHSEE English Language Arts section on their initial attempt In 2015, 60% of SUSD English Learner students in grade 10 will pass the CAHSEE English Language Arts section on their initial attempt In 2016, 65% of SUSD English Learner students in grade 10 will pass the CAHSEE English Language Arts section on their initial attempt</p>			
<p>i. A schedule for both designated and integrated ELD instruction will be established at each school site:</p> <p>*Time Recommendations for State-Monitored Schools</p>	<p>FSSCs Principals Teachers</p>	<p>8/01/15</p>	<p>N/A</p>
<p>ii. Teachers in English Language Arts classrooms will utilize a minimum of 2 effective/SDAIE strategies in ELA instruction of EL students in each instructional session:</p> <ul style="list-style-type: none"> ➤ Frontloading^ ➤ Graphic organizers^ ➤ Scaffolding instruction^ ➤ G.L.A.D. strategies^ ➤ Cooperative Learning 	<p>FSSC Principals (Principals to monitor teacher use of strategies)</p>	<p>Beginning 2015-16</p>	<p>LCAP Title I Title II Title III</p>

Educational activities to improve English proficiency and academic achievement		Personnel Responsible	Timeline	Funding Source
iii.	EL students at Beginner, Early Intermediate and Intermediate levels in grades 4-12 will be provided intervention in ELA through the district's adopted intervention program Language Exclamation (SBE-adopted) instructional materials	DTL Principals Teachers	Fall 2015	Title I Title III
iv.	Students in ELA classes <i>at all sites</i> will receive leveled instructional intervention specific to their needs on a regular basis	ELA Department Chair ELA Teachers	2015-16	Title III
v.	Far Below Basic and Below Basic EL students enrolled in PI school sites will be offered Supplemental Educational Services to address deficiencies in ELA <ul style="list-style-type: none"> ➤ Parent notification via PI school status letters ➤ Parent outreach at back to school nights & other parent meetings ➤ Establishment of a SES calendar ➤ Regular reporting of student progress to parents, teachers & administrators ➤ Scheduling of SES during breaks (intersession) ➤ SES to address CAHSEE ELA at the high school level 	CSP Principals	Through 6/2016	Title I
vi.	In every classroom, teachers will post daily agenda, visually and verbally reference ELA standard(s) for each lesson in student-friendly terms, and post the daily schedule	Principals Teachers	Beginning August 2015	N/A
vii.	Fully utilize EL materials which are a part of the core resource materials during the Universal Access time (district adopted instructional materials); use will be guided by student's ELA level <ul style="list-style-type: none"> ➤ Benchmark ➤ Strategic ➤ Intensive 	Principals Teachers	Beginning Fall 2015	Title III

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
3. Identify and describe professional development strategies and activities, based on scientifically based research, including coordination with other NCLB programs.			
<p>Goal: SUSD teachers will be provided with high quality professional development which will enable them to provide standards based ELD, ELA and Math instruction</p> <p>Target: In 2015-16, 100% of SUSD ELA/ELD teachers will be trained in providing high quality ELA, ELD and Math instruction</p> <p>Target: In 2015-16, 100% of SUSD teachers will be able to describe and analyze EL student data as it relates to EL student achievement</p> <p>Target: In 2015-16, 100% of SUSD teachers will be CLAD certified</p>			
i. Site Professional Development Plans will be integrated to address the following topics <ol style="list-style-type: none"> 1. Making the case for authentic ELD instruction 2. Training in ELD as distinguished from ELA 3. Specific methodologies of effective ELD instruction 4. Training in use of ELD instructional materials 5. Core instruction teachers will be trained in use of SDAIE strategies 6. Training in access and use of CELDT and other data relevant to English Learners in their content areas 	DTL Principals	2015-16	Title II Title III
ii. Teachers will be trained in teaching of ELD separate and distinct from ELA <ul style="list-style-type: none"> ➤ Training to be provided by ELD/SDAIE 	DTL DSP Principals	2015-16	Title II Title III
iii. Teachers will receive training in use and administration of Accelerated Reader <ul style="list-style-type: none"> ➤ Assisting students with the selection of appropriate grade level AR books ➤ Tracking of individual student progress ➤ Supervising taking of AR quizzes ➤ Analysis of individual and class data (#6) ➤ Collaboration on data 	DTL Principals ELA Teachers	2015-16	Title I Title II

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
iv. Teachers will receive Instructional Materials Training – AB 466 (#4)	DTL	2015-16	Title I Title II LCAP
v. Teachers will receive ongoing training in administration of local assessments (#6) ➤ QIA (Grades K-6) ➤ New Imbedded EL assessment ➤ SCOE (K-6)	DTL CSP Principals	2015-16	Title I Title II Title III LCAP
vi. Teachers will receive ongoing training in use of data generated by local assessments (#6) ➤ CELDT (Grades K-12) ➤ QIA (Grades K-6) ➤ SCOE (K-6)	Director of Teaching and Learning DSP Principals	2015-16	Title I Title II Title III LCAP
vii. All teachers will be trained in use of SDAIE strategies ➤ Teachers will be trained by state certified trainers (#5)	DCI Principals	2015-16	Title I Title II LCAP
viii. G.L.A.D. strategies will be implemented district wide ➤ Refresher and new teacher training will be held (#5)	DCI Principals	2015-16	Title I Title II LCAP

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
4. Identify and describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination with other NCLB programs.			
<p>Goal: Parents of SUSD EL students will become active participants in their students' education at school, after school and at home</p> <p>Target: In 2015-16, 15 % of EL parents will attend a minimum of one Family Math or Literacy night or other outreach activity per year</p> <p>Target: In 2015-16, 15% EL parents will complete at least one ESL course through the Soledad Adult school</p> <p>Target: 100% of elementary/middle school parents and 25% of secondary parents will attend teacher conferences and will receive in-service on reading CELDT and STAR test score reports</p>			
i. Family Literacy & Math nights will be held at all school sites a minimum of twice a year (2 ELA, 2 Math)	Principals Teachers	2006-07	Title I
ii. More/more accessible adult English classes will be offered ➤ Classes will be offered at multiple school sites	Adult School Director	2005-06	Adult Education CBET
iii. Title I Parent Meetings will be held at each site once a year; parents will receive training on ➤ How to read STAR score report ➤ How to read CELDT score report ➤ How to assist their student(s) with schoolwork	Principals	Annually	Title 1
iv. Community Success fairs will be held three times a year. Sessions to address the following topics: ➤ Parenting & Discipline ➤ Health & Fitness ➤ Nutrition ➤ Helping children with school work ➤ Safety in the home ➤ School involvement	Principals Resource Staff	Annually	Title I Title III - Immigrant Migrant

v. ELAC meeting outreach (all schools): <ul style="list-style-type: none"> ➤ Standing ELAC members will be appointed ➤ Meetings will be held a minimum of 6 times per year ➤ Minutes and agendas will be recorded and mailed to parent participants 	Principals	Annually	N/A
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Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
5. If applicable, describe any changes to the Title III Immigrant Education Program.			
Goal: Immigrant students (students having arrived at US schools for the first time within the last 12 months) will become English Proficient within five years of arrival in U.S. Schools CELDT Target: Immigrant students will grow by one CELDT proficiency level within 18 months of arrival in U.S. schools and will grow one level every 12 months after that.			
i. EL Students new to US schools will be enrolled in a general education classes (intensive ELD instruction)	Principals	Ongoing	Title III - Immigrant LCAP
ii. Parent outreach workshops will be held throughout the school year Sessions to address the following topics: A. Parenting & Discipline B. Health & Fitness C. Nutrition D. Helping children with school work E. Safety in the home F. School involvement G. Internet Safety H. Global Citizenship	-Principals - Resource Staff -Family and Student Support Liaison -FSSC	Annually	Title I Title III Immigrant Migrant LCAP
iii. Provide all teachers who have newcomer/immigrant students in their classes with training, materials and resources as needed	-Principals, FSSC	2015-16	Title II Title III LCAP