

San Dieguito Union High School District Title III Year 2 LEA Improvement Plan Addendum

San Dieguito Union High School District (SDUHSD) is a grade 7-12 district with four middle schools, two comprehensive high schools, two high school academies and one alternative high school. Over the years, a number of these schools and programs have been recognized for their academic success. SDUHSD serves a student population of approximately 12,492 students. The English Learner (EL) population of the district is about 5% of the total student population. The SDUHSD educates students from the coastal North San Diego County communities of Cardiff-by-the-Sea, Encinitas, Leucadia, and Olivenhain in the City of Encinitas; the cities of Del Mar and Solana Beach; the community of La Costa in the City of Carlsbad; the community of Carmel Valley in the City of San Diego; and the communities of Rancho Santa Fe and Fairbanks Ranch. SDUHSD serves students from five elementary school districts in North County: Encinitas, Rancho Santa Fe, Cardiff, Solana Beach, and Del Mar. Students from those districts matriculate through our middle schools and high schools.

SDUHSD receives Title III funding from the federal government to ensure that English Learners (ELs) attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. As required under the 2001 NCLB Act, every district that receives Title III funding from the federal government is required to meet three Annual Measurable Achievement Objectives (AMAOs) for their English Learners. Local Educational Agencies (LEAs) that have failed to meet one or more Title III AMAOs for two consecutive years are required to develop an Improvement Plan Addendum (IPA) that will ensure that the LEA will meet AMAOs in the future. During the 09-10 academic year, SDUHSD did not meet the academic targets for English Learner students in English Language Arts and Mathematics (AMAO 3). As a result, SDUHSD developed this Title III Improvement Plan Addendum.

This Program Improvement Addendum for SDUHSD was developed based on an analysis of the English Learner Subgroup Self-Assessment (ELSSA) and the Academic Program Survey (APS). The ELSSA is a data analysis tool that identifies areas of strength and weakness related to instructional programs for English Learners in English Language Arts (ELA), English Language Development (ELD), and Mathematics. The APS is designed to help a school analyze the extent to which it is providing a coherent instructional program to support student achievement. SDUHSD assembled a team of stakeholders which included district and school site administrators, in addition to English Language Development, English, Math, Sheltered, and Special Education instructors representing each of the district middle and high schools. The team met to review and analyze district EL achievement data and make recommendations for the district Title III Year 2 IPA.

The SDUHSD Title III Year 2 IPA will address the implementation of high quality professional development, intervention programs, parent participation and collaboration among EL educators, special education teachers, and general education teachers. This Title III Year 2 Plan Addendum is written to serve as an interim plan that will be implemented while the district begins a full revision of its LEA plan beginning in the 2010-11 school year.

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Title III Annual Measurable Achievement Objectives (AMAOs)

A. Analysis of SDUHSD data based on CELDT, CST, and CAHSEE.

AMAO 1 and 2

San Dieguito Union High School District (SDUHSD) has met all State targets for AMAO 1 and AMAO 2 for the last four years. English Learner achievement has consistently exceeded the state and federal targets in both annual progress in learning English (AMAO 1) and attaining language proficiency (AMAO 2). The data reviewed to evaluate progress in the AMAOs include the results of the 2008-2009 and 2009-10 California English Language Development Test (CELDT). CELDT results were disaggregated by grade level, proficiency level, and length of time in U.S. schools. An examination of district CELDT data shows that beginning and intermediate students demonstrate the least amount of growth in the area of language acquisition. Although SDUHSD has met the state targets, CELDT data analysis indicates that students with 5 or more years in U.S. schools need more emphasis on higher level reading and writing skills in the transitional English Language Development courses. 80% of English Learners at SDUHSD are considered Long Term English Learners (have attended a U.S. school for 5 years or more).

AMAO 3

SDUHSD EL students are not meeting the state Academic Yearly Progress (AYP) targets for AMAO 3. It is important to note that SDUHSD has demonstrated consistent improvement in the number of English Learners who scored proficient or above over the past four years in both ELA and Math (10.7% growth in ELA and 6% growth in Math). As the targets increased from 2008 to 2010, the EL subgroup growth did not meet the increasing federal achievement targets. As the targets increase even more for 2011 and beyond, the English Learner population will have to continue to make significant strides in mathematical concepts as well as language acquisition. California State Standards (CST)-ELA and CST-Algebra 1 results were disaggregated by grade level and CST proficiency level for students performing at the Intermediate and Early Advanced/Advanced proficiency levels on the CELDT.

CST English Language Arts (ELA) Data Analysis

- The English Learner subgroup did not meet the targeted proficiency rate for AYP by 7.5% in ELA.
- CELDT intermediate students scored at basic or below in the English Language Arts portion of the CST.
- More than 75% of Reclassified-Fluent English Proficient (RFEP) scored proficient or above on the ELA portion of the CST.
- Those RFEPs that did not score proficient or above are concentrated in the basic range and are currently enrolled in 10th grade

CST Mathematics Data Analysis

- The English Learner subgroup did not meet the targeted proficiency rate for AYP by 5.8% in Math
- 87% of CELDT intermediate students scored at basic or below in the Mathematics portion of the CST
- 59% of RFEPs scored proficient or above on the math portion of the CST.

CAHSEE Data Analysis

- 37% of English learners passed CAHSEE in ELA, with only 7% achieving proficiency
 - A student can pass the CAHSEE with a scaled score of 350, but in order to be proficient the scaled score must be 380 or higher
- 54% of English learners not passing the CAHSEE in ELA have been in U.S schools for more than 6 years
- 95% of RFEP students passed the CAHSEE in ELA, with 71% achieving proficiency

B. Strengths and weaknesses of SDUHSD current plan:

Based on the Academic Program Survey and analysis of the ELSSA tool, several areas of strengths and weaknesses were identified:

1. Instructional program implementation:

Strengths: At SDUHSD, we have a clearly defined criterion for placing English Learners in ELD and ELA courses. EL students are grouped according to CELDT proficiency levels and placed in the appropriate ELD/ELA course. In addition, data collected from CELDT and CST is used effectively when placing students in intervention classes such as READ 180, Algebra Readiness, Academic Literacy and PLATO. SDUHSD has taken the necessary steps to give teachers and school administrators access to timely and accurate student achievement data that can be used to help them diagnose and respond to individual student needs. Middle School ELD teachers have finished developing district-wide curriculum to meet the instructional needs of English Learners. The middle school ELD curriculum will be used in conjunction with the adoption of System 44 as a district wide reading intervention program for ELD I and II students. A new 2-year RFEP monitoring progress form for middle and high school students was created last year to monitor the academic progress of RFEPs through a review of current grades, performance on California Standards Tests, and California High School Exit Exam (as appropriate).

Weaknesses: Areas of improvement include developing an instructional program delivery structure in ELA and math that will focus teachers' efforts in planning and delivering lessons that will provide sheltered instruction for English learners within their mainstream classes. Other areas of weakness that SDUHSD needs to address include the following:

- Develop a plan to provide all teachers of EL students with ongoing opportunities for collaboration on strategies and best practices that will benefit EL students
- Assign highly qualified, experienced, and motivated teachers to provide instruction to long-term EL students
- Provide opportunities for teachers who support EL students to meet and monitor academic progress during late start collaboration days.
- Develop district wide entry and exit criteria for our strategic and intensive intervention programs. Strategic and intensive intervention programs must have an ELD component and specific curriculum. Strategic intervention, in the form of additional classes or within-class work, is appropriate for students working below grade level but less than two years from standard. Intensive interventions are designed for those students performing more than two grades below standards
- Develop valid, reliable, and meaningful common formative assessments for EL students where the data can be used to monitor student growth within a subject and identify

2. Instructional strategies:

Strengths: All certificated teachers at SDUHSD have certification in Specially Designed Academic Instruction in English (SDAIE). However, there is no consistent district wide focus on using SDAIE instruction techniques and strategies during lesson delivery. ELD instructors at middle school sites have been trained in using the System 44 instructional model for ELD I and II students.

Weaknesses: Areas for improvement in instructional strategies that SDUHSD needs to address the following:

- Time for collaboration on best instructional strategies related to EL instruction
- Ensure teachers have access to all the ancillary materials designed to support EL students
- Develop strategies to help long-term English Learners progress beyond the intermediate level on the CELDT
- Provide general education teachers with information about the specific language gaps and needs of the EL students enrolled in their classes
- Long term English Learners need explicit instruction in academic English vocabulary. SDUHSD needs to create an Academic Language Development course that will focus on oral language development, high quality writing, and complex vocabulary needed for success in the grade level English classes

3. Professional development:

While a large percentage of SDUHSD teachers have EL authorization, some expressed a desire for more intensive professional development. SDUHSD must ensure that all teachers of English learners have access to high quality professional development that provides differentiated instructional strategies, promotes the effective use of student assessment data, and develops skills for supporting second-language acquisition across the curriculum. This professional development will be made jointly available to English Learner and general education teachers and evaluated for how well it is implemented and its effects on student achievement. SDUHSD will continue to provide English Language Development teachers training on the EDGE curriculum, the newly adopted middle school curriculum, and the new literacy component of READ 180 (System 44). In addition, the district needs to provide professional development for district administrators to equip them with an understanding of the features of quality instruction for EL students.

4. Parental participation:

SDUHSD encourages and promotes multiple opportunities for parents to become active participants in assisting their English learner students to achieve academically at the district and school site levels. District English Learner Advisory Committee and English Learner Advisory Committee parent participation has been consistent over the last two years. A consistent effort has been made to provide ELAC meetings that are not only informational but also interactive for all parents. In a timely manner, school sites disseminate district and school information to parents utilizing monthly newsletters and School Connects phone messaging. District and school site EL coordinators will continue to work together to develop strategies to maintain and increase parent involvement opportunities, and to help the parents/guardians of English Learners become better informed and able to support the education of their children.

C. Factors contributing to failure to meet AMAO 3 at SDUHSD:

English Learners who have remained at the CELDT intermediate level have not received consistent standards-based ELD instruction appropriate to their CELDT proficiency level as they move from one school site to another. While most school sites at SDUHSD have homogeneously grouped EL students by CELDT level, schools with a small population of English Learners do not provide a dedicated ELD instructional period. The major factors that contributed to the district's failure to meet AMAO 3 are as follows:

1. The need for systemic professional development and school-wide implementation of effective instructional strategies to address the English language development needs of English Learners who are mainstreamed and identified as long-term EL students
2. The need for a consistent district-wide process to provide updated information to administrators, teachers and counselors related to the instructional needs, academic progress, and achievement of EL students
3. Teachers need additional supplemental ELD materials to be successful in the classroom and during interventions programs
4. The need to develop a consistent, district wide intervention program that will ensure that English Learners receive universal access and differentiated instruction. This intervention program must have specific entry and exit criteria
5. SDUHSD must develop a clear instructional vision and high expectations for English Learners by establishing clear academic goals for these students, communicating these goals emphatically to stakeholders in the district, and ensuring that EL students are held to the same high standards as other students throughout the district
6. Provide in-services before the start of school each year that will be dedicated to reviewing and analyzing EL achievement data on the California Standards Tests, California High School Exit Exam, and the California English Language Development Test. Results from state testing will be used to set achievement goals for all EL students

D. Conclusions from analysis that inform program modifications:

SDUHSD has identified the EL students performing at the basic or below level in the CST and those who are not passing the CAHSEE as a critical subgroup of the EL student population. The majority of students in this group have been enrolled in U.S schools for five years or more. As funding permits, professional development in effective instructional strategies for English Learners enrolled in ELD, ELA, and Mathematics will be the major focus of our work. Teachers must also be provided with opportunities for collaboration on best instructional strategies, practices and data assessment analysis. The district EL Title III team believes that SDUHSD must implement program modifications identified in this program improvement plan addendum to increase the academic achievement of all English Learners in ELD, Reading/Language Arts and Mathematics.

<p>3. Site administrators will provide and facilitate collaboration time for classroom teachers to develop common formative assessments and share lesson designs and teaching strategies for ELD that address all proficiency levels</p> <p>4. SDUHSD will provide in-services before the start of school each year that will be dedicated to reviewing and analyzing EL achievement data on the California English Language Development Test. CELDT results will be used to set achievement goals for all EL students</p> <p>5. SDUHSD will continue to provide CELDT administration trainings for all ELD instructors. CELDT data, CELDT blueprints and released test questions will be provided to all ELD/ELA teachers to increase awareness of and familiarity with the exam and improve their understanding of the test results. Teachers will incorporate test prep or align test items with existing lessons. Teachers and proctors will receive training in the proper administration and scoring of the exam; all ELD teachers will assist in the administration of group sections of CELDT to improve testing environment for students.</p>	<p>Monthly Sept. 2011- June 2012</p> <p>Monthly Sept. 2011- June 2012</p> <p>Yearly Sept. 2011- June 2012</p>	<p>Site Principals, EL Coordinator</p> <p>Director of Curriculum and Assessment, EL Coordinator, Site EL Leads</p> <p>EL Coordinator, ELD instructors, EL Leads</p>	<p>EIA \$5,000 General Fund Staff Development \$15,000</p> <p>Title III \$2,500 EIA \$2,500</p> <p>EIA \$5,000</p>	
<p>Monitoring by Regional COE Lead</p>				

<p>3. Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3)</p> <ol style="list-style-type: none"> 1. Identify EL students who are below basic and far below basic on the CSTs for ELA and place these students in appropriate ELA intervention program (READ 180 or System 44). Students will be identified at the beginning of the school year and when new enrollees enter the district. 2. A web-based writing development program will be implemented as a supplemental writing program for students in grades 7-12. This program will support the teaching of writing strategies for long-term EL students. <ul style="list-style-type: none"> • Long-term English EL students who score below the Average State Min. Proficiency in the written portion of the CST will receive support with this web-based program (My Access). 3. Pilot an Academic Language Development (ALD) course for long-term English Learners that will focus on oral language development, high quality writing, and complex vocabulary needed for success in the grade level English classes. 	<p>Beg of year and Each Semester Feb. 2011-June 2012</p> <p>Each Semester September 2011-June 2012</p> <p>Yearly September 2011-June 2012</p>	<p>Site Principals, EL Coordinator, Site EL Leads</p> <p>Director of Curriculum and Assessment, EL Coordinator,</p> <p>EL Coordinator, ELD instructors, EL Site Leads</p>	<p>No Funding Required</p> <p>EIA \$5,000 General Fund Instructional Technology \$45,000</p> <p>EIA \$10,000 LEAP \$10,000</p>	
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<p>4. Provide opportunities for teachers during late start collaboration days so that teachers who support EL students have an opportunity to meet and monitor academic progress, and collaborate regarding effective ELA differentiation strategies and activities for EL students</p>	<p>Monthly September 2011-June 2012</p>	<p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p>	<p>No Funding Required</p>	
<p>5. Develop a district-wide process to provide updated information to administrators, teachers and counselors related to the instructional needs, academic progress, and achievement of EL students</p>	<p>Quarterly September 2011-June 2012</p>	<p>EL Coordinator, Director of Curriculum and Assessment</p>	<p>No Funding Required</p>	
<p>6. Develop a consistent intervention entrance/exit criteria and provide additional intervention instructional materials to address key prerequisite skills and concepts EL students need to access grade level ELA standards successfully</p>	<p>Each Semester February 2011-June 2011</p>	<p>EL Coordinator, Site EL Leads, Site administrators</p>	<p>EIA \$10,000 LEAP \$5,000</p>	
<p>7. Verify that classroom differentiated activities are taking place to address the needs of all English Learners through district and site administrators visits to classrooms.</p>	<p>Monthly September 2011-June 2012</p>	<p>Site Principals, EI Coordinator</p>	<p>No Funding Required</p>	

<p>8. Develop an observational tool identifying the specific differentiated activities to monitor and incorporate criteria specific to English Learners</p> <p>9. Monitor students who meet the SDUHSD reclassification criteria to RFEP status for the following two years to ensure that they sustain academic achievement. RFEP students who incur academic deficits must receive appropriate interventions.</p> <p>10. Provide CAHSEE Intervention support for EL students in grades 10-12 who have not passed the CAHSEE. Support will be provided as part of daily schedule, and after school using PLATO software. Criteria will be established to identify eligible students</p>	<p>Yearly September 2011-June 2012</p> <p>Each Semester February 2011-June 2012</p> <p>Each Semester February 2011-June 2012</p>	<p>EL Coordinator</p> <p>EL Coordinator, Site ELD Leads</p> <p>EL Coordinator, Site ELD Leads</p>	<p>No Funding Required</p> <p>Title III \$1,500</p> <p>EIA \$2,500 Title III \$2,500</p>	
<p>Monitoring by Regional COE Lead</p>				

<p>4. Describe scientifically based strategies to improve academic achievement in mathematics. (AMAO 3)</p> <ol style="list-style-type: none"> 1. Identify EL students who are below basic and far below basic on the CSTs for Math and place these students in appropriate Math intervention program. Students will be identified at the beginning of the school year and when new enrollees enter the district. 2. Provide opportunities for teachers during late start collaboration days so that teachers who support EL students have an opportunity to meet and monitor academic progress, and collaborate regarding effective Math differentiation strategies and activities for EL students 3. Develop a consistent intervention entrance/exit criteria and provide additional intervention instructional materials to address key prerequisite skills and concepts EL students need to access grade level Math standards successfully 4. District and site administrators will visit classrooms weekly to observe mathematics instruction and to verify that all ELs are being instructed appropriately in the core mathematics curriculum utilizing universal access components as appropriate for ELs. Administrators will provide timely feedback to teachers on these observations. 	<p>Each Semester August 2011-June 2012</p> <p>Monthly September 2011-June 2012</p> <p>Yearly September 2011-June 2012</p> <p>Monthly September 2011-June 2012</p>	<p>Site Principals, EL Coordinator, Site EL Leads</p> <p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p> <p>EL Coordinator, Site EL Leads, Site administrators</p> <p>Site Principals, EI Coordinator</p>	<p>No Funding Required</p> <p>No Funding Required</p> <p>EIA \$10,000, LEAP \$10,000,</p> <p>No Funding Required</p>	
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<p>5. Counselors and site administrators will ensure that English Learners have access to high level, rigorous, Mathematics courses by reviewing student schedules. English Learners will be provided linguistic support as necessary to access the course material</p>	<p>Each Semester September 2011-June 2012</p>	<p>Site Principals, Counselors, EL Coordinator</p>	<p>No Funding Required</p>	
<p>Monitoring by Regional COE Lead</p>				
<p>5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.</p> <p>1. Provide high quality professional development training that specifically highlights research, techniques and SDAIE instructional techniques/strategies to support English Learners access of core ELA/Math adoption. Including specific use of ancillary materials for universal access and strategic intervention</p>	<p>Quarterly September 2011-June 2012</p>	<p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p>	<p>EIA \$5,000, Title III \$5,000, General Fund Staff Development \$10,000</p>	

<p>2. Provide specific strategies for teachers to help differentiate lessons and curriculum to meet the needs of EL students in sheltered or mainstreamed content area classes. Use Trainer of Trainer (TOT) Model training provided by SDCOE. Trainer of Trainers will then train their respective departments on SDAIE strategies and cultural competencies related to English Learners and second language acquisition</p>	<p>Quarterly September 2011-June 2012</p>	<p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p>	<p>EIA 5,000, Title III \$5,000, General Fund Staff Development \$10,000</p>	
<p>3. Provide monthly opportunity for teachers to collaborate regarding effective SDAIE strategies and activities for English Learner students</p>	<p>Monthly September 2011-June 2012</p>	<p>Site Principals, EL Coordinator</p>	<p>EIA \$2,500, Title III \$2,500</p>	
<p>4. Provide EL Site Leads with Data Director training and support during quarterly meetings to monitor academic progress of EL students.</p>	<p>Quarterly February 2011-June 2012</p>	<p>EL Coordinator, Site EL Leads</p>	<p>EIA \$1,000</p>	
<p>5. Assure that articulations with district feeding Elementary districts also include EL discussions for incoming long-term language learners</p>	<p>Quarterly February 2011-June 2012</p>	<p>Assistant Sup. of Educational Services, Director of Curriculum and Assessment EL Coordinator</p>	<p>No Funding Required</p>	
<p>Monitoring by Regional COE Lead</p>				

<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <ol style="list-style-type: none"> 1. Continue to explore and implement effective programs that encourage the parents of EL students to be involved in their children’s education. Including Aeries parent portal trainings, monthly workshops during ELAC meetings, and the North County Latino Parent Conference 2. Train Lead parents to conduct parent workshops for incoming middle school parents, and continue with additional workshops for all parents of ELs throughout the year on a monthly basis 3. Through the SDCOE Parent Involvement Office, parents of English Learners will receive training on a variety of relevant topics including leadership, positive discipline, academic support, college readiness, A-G understanding, and how to access valuable community resources. 4. Continue to provide Community Based English Tutoring (CBET) and English classes through district Adult Education program 	<p>Monthly February 2011-June 2012</p> <p>Monthly September 2011-June 2012</p> <p>Quarterly September 2011-June 2012</p> <p>Weekly February 2011-June 2012</p>	<p>EL Coordinator, Site EL Leads</p> <p>EL Coordinator</p> <p>EL Coordinator</p> <p>EL Coordinator, Adult Education Principal</p>	<p>Title III \$1,000, EIA \$1,000</p> <p>Title I \$500, EIA \$500</p> <p>Title I \$1,000, EIA \$1,000</p> <p>No Additional Funding Required</p>	
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<p>5. Conduct EL Reclassification parent informational meetings at the end of every semester</p>	<p>Each Semester September 2011-June 2012</p>	<p>Site EL Leads, EL Coordinator</p>	<p>Title I \$1,000, EIA \$1,000</p>	
<p>Monitoring by Regional COE Lead</p>				
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>				
<p>1. Coordinate activities with the SDCOE migrant program to assist parents of immigrant students to understand the US educational system</p>	<p>Monthly February 2011-June 2012</p>	<p>EL Coordinator Migrant Ed Program Specialist</p>	<p>No Additional Funding Required</p>	
<p>2. Provide family literacy, parent outreach, and training activities designed to assist parents of immigrant children to become active participants in the education of their children</p>	<p>Quarterly September 2011-June 2012</p>	<p>EL Coordinator</p>	<p>No Additional Funding Required</p>	
<p>3. In conjunction with the SDCOE migrant education program, provide a summer CAHSEE preparation program for immigrant students in grades 10-12 who need additional support in preparing for or passing the CAHSEE in ELA and Math</p>	<p>Yearly July 2011-June 2012</p>	<p>EL Coordinator Migrant Ed Program Specialist</p>	<p>Title III \$3,000</p>	

4. Support Immigrant and EL parent communication through the district's website, which provides links to each school site and resources of interest for parents, teachers and administrators.	Monthly February 2011-June 2012	EL Coordinator Site administrators	Title III \$2,000	
Monitoring by Regional COE Lead				