

Colusa Unified School District Title III Local Educational Agency Improvement Plan Addendum

Directions: Address the topic requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item. All Title III Year 2 LEAs must submit a copy of the IPA (in Microsoft Word format) to their Title III Regional Lead and to CDE at TIIY2@cde.ca.gov.

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

A. Analysis of data and problems found

The Colusa Unified School District has not met AMAO 1 or AMAO 3 for 2 consecutive years, 2007-2008 and 2008-2009. The data show that large numbers of our EL students test at both the intermediate level on the CELDT and at the basic or below levels on the CST for language arts and math. Upon analyzing our EL students who scored proficient on the CELDT, only 10% scored proficient on the CST ELA. 90% of EL students who score proficient on the CELDT score basic or below scores on CST ELA. Of these students, 39% score below basic or far below basic scores. As ELs progress through the grades their proficiency level in English may increase, but the percentage that are able to score proficient or better on the CST for English Language Arts and math drops steadily. Only 17% of our EL students scored proficient or better on the 2009 CST Math and none of them moved beyond the Algebra 1 level. We find the same pattern with our RFEPs. In 2009, 50% of them scored basic or below on the CST for language arts and 55% of them scored basic or below on the CST for math, with the lowest scores showing up for 9th and 10th graders taking the CST for Algebra; 78% of 9th graders and 81% of 10th graders scored basic or below on this test.

CELDT data reveal that the number of kindergarteners who enter our school with a beginning CELDT level is on the rise. In 2009, 47% of kindergarten students who took the CELDT test received beginning level scores. However, also in 2009, 81% of 1st grade students made the required one or more levels of growth on the CELDT. In looking at overall progress on the CELDT, 46% of English Learners made the required one or more levels of growth between 2007-08 and 2008-09. Upon further inspection of the CELDT data, we found that reading and writing are consistently the lowest sub-scores on the CELDT. This is also shown by a significant drop in CELDT scores between 1st and 2nd grades as reading and writing subtests have traditionally been added at this grade level.

At the high school level, data from 2009 shows that 73% of 10th–12th grade EL students had passed the CAHSEE in ELA and 40% of them had passed the CAHSEE in math. Most of these students scored at the intermediate or early advanced level on the CELDT. Although many of our students who continue to take the CELDT test while in high school are students who have been in our schools since elementary school, we found that many of them are students who have qualified to receive Special Education services. 37% of the high school students who did not score proficient on the CELDT were students who are currently enrolled in Special Education classes.

Summary: ELs in our district do not move beyond the intermediate level on the CELDT test at the targeted rate and tend to perform at a basic or below level on the CST ELA and CST Math. RFEPs struggle on these tests as well. Increasing numbers of kindergarteners in our district are entering school with a beginning CELDT level but tend to show significant growth on the same test in 1st grade. Many high school students who continue to take the CELDT test have been in the United States since elementary school but have qualified for Special Education services.

B. Strengths and weaknesses of current plan

The **strengths** of the Colusa Unified School District English Learner Master Plan include the following: 1. The ongoing use of various assessments to monitor and support the academic progress of EL students. 2. Instructional support and intervention are provided as needed for students who are not yet proficient in English language arts. 3. Multiple sources of student data including English proficiency

and academic achievement are provided in a timely fashion and are reviewed with teachers for use in informing instructional decisions. 4. ELs are provided appropriate interventions and support to pass the CAHSEE. 5. Parental participation-all notices, reports and records including proficiency level on CELDT, program placement options and redesignation criteria are sent home in Spanish and parents are included in all aspects of their children's education.

Weaknesses: Although the Colusa Unified School District English Learner Master Plan provides a comprehensive EL plan, we fall short in fully implementing the plan. Because our district is so small, our LEA has a difficult time following up to ensure that the strategies in our plan are fully and effectively implemented. Our instructional program lacks consistency between grade levels and especially between schools. Our core and intervention materials are outdated and do not appear on the list of state-approved ELD curriculum. Although we have spent a lot of time as a district on professional development for using effective ELD strategies, we have not done a thorough job of training newly hired staff or continuing to monitor the effective use of ELD time and sheltered strategies.

C. Identify and describe factors contributing to failure to meet AMAO(s).

1. Lack of cohesive, state-adopted, standards-based core instructional and intervention programs in Language Arts/English Language Development and Math to meet the needs of EL students.
2. A lack of structure and consistency throughout the grade levels in the ELD program may account for students' inconsistent progress through the CELDT proficiency levels.
3. Through classroom observations, staff interviews and the use of APS responses, we found that the lack of academic progress on the CELDT and the CST ELA and CST Math may be caused not only by inconsistencies in the implementation of the ELD program, but may also be due to the limited use of high quality sheltered instruction.
4. By looking at responses to interview questions, we also found insufficient staff development, monitoring and follow-up support in SDAIE strategies to be an issue for teachers of EL students.
5. Although we do a good job of collecting and analyzing data, we fall short on using student achievement results to determine the degree to which curriculum is being implemented, and to plan, deliver and adjust curriculum.

D. Conclusion: By reviewing data, our EL Master Plan and interviewing teachers and Reading Specialists, the LEA of Colusa Unified School District believes that in order to increase EL students' English language proficiency and academic achievement, we must improve our program in four areas: implementing full and consistent standards-based ELD; providing all students with appropriate RLA/ELA and Math instruction and interventions based on needs assessment; coordinating district-wide professional development that focuses on English Learners, especially relating to effective EL instructional strategies; and continuing with parental outreach and communication.

Educational activities to improve English proficiency and academic achievement	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (to be completed periodically through June 30, 2011)
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>OBJECTIVE: Full and consistent implementation of standards-based ELD instruction to all EL students.</p> <p>A. ELs will be placed by CELDT level for appropriate ELD instruction.</p> <ul style="list-style-type: none"> • Develop targeted ELD classes for grades 1 and 3. All other grade levels will be placed in intervention by CELDT level. • EL Coordinator to provide current CELDT data to each site. • Reading Specialists and principals will restructure ELD groups so that students are correctly placed in classes of similar CELDT level and grade level when possible. • Principals, Counselors and Reading Specialists to plan for ELD placement for upcoming school year using current CELDT scores and additional needs assessments as appropriate. 	<p>May 2009</p> <p>January 2010, 2011</p> <p>May 2009/10/11</p> <p>Nov 2009/10</p> <p>Feb 2010/11</p> <p>Spring 2010/11</p>	<p>Principal, Reading Specialist</p> <p>EL Coordinator</p> <p>Reading Specialists, Principals</p> <p>Principals, Reading Specialists and Counselors</p>	<p>No funding required</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p>	<p>2009-10 Accomplished goal</p> <p>2010-11 Accomplished goal for grades 1-2 due to number of EL's in each grade.</p> <p>Accomplished and ongoing. Site principal receives data and distributes to staff. Accomplished at Burchfield Primary and Colusa HS; in progress at Egling Middle.</p> <p>Accomplished in Fall of 2010-11 due to teacher scoring of CELDT for immediate implementation. Additional data from 5-ways and SST's used with CELDT scores. Additional strategy of developing end-of-year assessment to assist in placements for subsequent year.</p>

<p>B. ELD instruction provided for all English learners daily.</p> <ul style="list-style-type: none"> Results of the 2008 CELDT will be analyzed by the district Assessment Coordinator and EL Coordinator. Grade level lists will be generated by ELD level and sent to each principal. Current ELD lists will be reviewed to ensure that all students are receiving appropriate ELD instruction All teachers will provide daily ELD instruction, fully implementing the core ELD program for a minimum of 40 minutes K-5 and 30 minutes in 6-12. EL Coordinator, Principals, Teachers and Reading Specialists will evaluate current assessment data and student placement to determine change in placements and RFEPs. Principals will check that ELs' daily schedules reflect uninterrupted blocks of time designated for ELD instruction. <p>C. Implement K-3 ELD Monitoring Checklists and then follow up with new grade level with each preceding school year.</p> <ul style="list-style-type: none"> Develop and revise ELD Standards-based Performance Indicators Checklist. Train K-3 teachers in effectively using checklists to analyze student progress through the language proficiency standards. Review checklists and effective use with K-3 staff, introduce and train for use with 4th grade staff in 2010 	Sept 2009	District Assessment Coordinator, District EL Coordinator	No funding required	Accomplished 9/09 and ongoing activity.
	Sept 2009/10 January 2010/11	Reading Specialists	No funding required	This has been accomplished by our Reading Specialists at the K-6 level.
	May 2010/11 now-2011	Teachers	No funding required	K-8 teachers are responsible for submitting weekly plans which include ELD instruction. New ELA adoption, <i>California Treasures</i> has ELD instruction incorporated in lessons.
	January 2010/11 May 2010/11	EL Coordinator Principals, Teachers and Reading Specialists	No funding required	Accomplished, ongoing practice.
	now-2011	Principals	No funding required	Current review of K-8 lesson plans and new ELA adoption help ensure this goal. At 9-12, identified students are in ELD for 220 minutes per week.
	now-2011	BPS Rdg Spec, ELD Master Tchr	No funding required	Accomplished through Grade 4; adding new grade level each year.
	2008/2009	ELD Master Teacher	\$1200 SIP	Accomplished
	now-2011	Reading Specialists, EL	No funding required	Accomplished

<ul style="list-style-type: none"> and 5th grade staff in 2011 • Give teachers copies of current year CELDT scores and lists of students whose test scores qualify them to be considered for reclassification. • Work with teachers in using data and ELD checklists to make final reclassification decision. • Use linguistically appropriate goals on all IEPs 	January 2010/11	Coordinator EL Coordinator	No funding required	Accomplished; ongoing activity
	May 2010/11	EL Coordinator Reading Specialists	No funding required	Accomplished; ongoing activity
	now-2011	Principals, teachers	No funding required	Accomplished; ongoing

<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA)</p> <p>OBJECTIVE: All English Learners will have access to a SBE approved, standards based reading/language arts curriculum based on their assessed needs with appropriate interventions.</p> <p>A. Adopt and implement new K-6 SBE approved, state adopted Language Arts program with pacing calendars and embedded assessments.</p> <ul style="list-style-type: none"> • K-6 Program 2 Language Arts adoption presented to the School Board. • Language Arts adoption finalized. • Ordering of all new materials and instructional supplies. • Provide training for all K-6 teachers in appropriate use of new program with all students. • Develop pacing guides to go with new K-6 Language Arts program adoption and use them to monitor ELD instruction and assessment. <p>B. Provide quality RLA/ELA instruction.</p> <ul style="list-style-type: none"> • Ensure all students have state adopted core RLA/ELA textbooks and intervention materials for those who are reading two or more years below grade level. • Identify EL students who are below basic and far below basic on the CSTs for ELA and place these 	<p>March 2010</p> <p>June 2010 June 2010</p> <p>Summer 2010</p> <p>Fall 2010</p> <p>September 2009/10</p> <p>August 2009/10</p>	<p>LAATe Committee</p> <p>School Board LAATe Committee Principals</p> <p>Principals, Reading Specialists and LAATe Committee</p> <p>Principals</p> <p>Principals, Reading Specialists</p>	<p>No funding required</p> <p>\$110,000 Reading First \$20,000 Reading First</p> <p>No funding required</p> <p>No funding required</p> <p>No funding required</p>	<p>K-6 adoption of <i>California Treasures</i> accomplished 5/10.</p> <p>Accomplished 5/10 Accomplished 6/10</p> <p>Accomplished 6/10; ongoing support through publisher and consultants 2010-11.</p> <p>In-progress activity with consultant throughout 2010-11</p> <p>District uses <i>Language!</i> for these students and adequate inventory of books are available. District also has a qualified trainer for the <i>Language!</i> program and staff using textbook have been trained. Accomplished; ongoing activity.</p>
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<p>students in appropriate ELA intensive intervention.</p> <ul style="list-style-type: none"> • Provide the intensive intervention during the regular school day. For students in grades 4-8, provide 2.5-3 hours per day, and for grades 9-12, provide two periods of English. • Observe classroom teachers during the ELA period to monitor the implementation of the core and intervention materials. • Provide collaboration time for support staff to articulate strategies to teachers for effectively instructing students of various levels. • Monitor ELA progress through on-going curriculum embedded assessments. • Analyze CSTs to determine efficacy of programs/interventions. <p>C. Set clear academic goals for students by grade level, including individual learning plans and goals for all primary school students.</p> <ul style="list-style-type: none"> • Collaborate in grade level teams to refine goals for student achievement based on testing data. • Review goals with parents during parent conferences and give specific activities for parents to do at home to assist students in meeting grade level standards. • Assess and make changes to goals as appropriate. <p>D. Provide structured CAHSEE support for long-term EL students to prepare them for</p>	now-2011	Teachers, Reading Specialists	No funding required	Schedule changes have been accomplished in grades 4-8 to provide longer timeframe for intervention strategies. Staff reduction and master schedule constraints have not allowed this at 9-12.
	monthly	Principals	No funding required	Ongoing activity with regular observations and walkthrough strategies.
	monthly	Principals, Reading Specialists	No additional funding required	District-wide collaboration schedule established to provide a minimum of 1.5 hours per week. At 9-12, this activity is scheduled on 4 th Wednesday of each month.
	at least 3x/year	Principals, Teachers, Rdg Specialist	No funding required	New ELA adoption will drive data meetings with common assessments.
	September 2009/10	Principals	No funding required	District is conducting a data review for each teacher for this purpose. Data review is ongoing at each site.
	October 2009/10	Teachers	No funding required	Teachers working with students to chart progress toward goals for achievement awards.
	November 2009/10	Teachers	No additional funding required	A full day is designed to allow teachers to meet with each parent to review goals and support activities. At grades 4-12, the schools have a website for parents to get assignments and progress checks. Teachers do 6-week progress checks on all students at 4-8 and every 9 weeks for 9-12.
	Every 6 weeks	Teachers		

<p>CAHSEE.</p> <ul style="list-style-type: none"> • Provide CAHSEE Prep class for 10th grade students that focuses on differentiated instruction. • Provide access for 11th and 12th grade students who have not yet passed the CAHSEE to CAHSEE Prep class. • Meet several times a year to discuss student progress. 	<p>Spring 2009/10</p> <p>Six weeks prior to each CAHSEE offering As scores are received</p>	<p>Teachers</p> <p>Counselor, Teachers</p> <p>Principal, Counselor</p>		<p>Options currently under review due to budget cuts.</p> <p>CAHSEE enrichment activities scheduled prior to scheduled exam dates.</p> <p>Ongoing</p>
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>OBJECTIVE: Full and consistent implementation of standards-based math instruction to all students classified as EL at all grade levels.</p> <p>A. All English Learners will have access to a SBE approved, standards based math curriculum based on their assessed needs.</p> <ul style="list-style-type: none"> • Adoption of new state adopted math series to create K-5 and 6-Algebra continuum in district. • Hire consultant from UC Davis to work with math teachers to analyze teaching sequence, create pacing guide, benchmark and end of chapter assessments. • Provide training for three 6th-8th grade math teachers in appropriately delivering Algebra Readiness curriculum. • Work with ASES program in offering support for students with math homework. 	<p>Fall 2008 (grades 6-8) Fall 2009 (grades K-5) 6x-Sept 2010-June 2011</p> <p>Quarterly in collaboration activities.</p> <p>Daily activity w/academic enrichment.</p>	<p>District Math Committee</p> <p>EMS Asst Principal</p> <p>Teachers</p> <p>EMS and BPS Principals</p>	<p>\$88,000 General Fund</p> <p>\$4250 General Fund</p> <p>No funding required</p> <p>No funding required</p>	<p>Accomplished</p> <p>Accomplished, with contract for staff development activities for 2010-11.</p> <p>Accomplished through Colusa County Math Partnership grant, which also included 9th – 10th grade teachers.</p> <p>Training provided to para-educators in both BPS and EMS ASES programs.</p>

<ul style="list-style-type: none"> Provide collaboration time to discuss use of SDAIE strategies and teaching academic language in math. 	Beginning Fall 2010: at least once per quarter.	District Math Committee	No funding required	SDAIE Refresher workshop held for K-8 staff in Oct. 2010 and collaboration activities ongoing. 9-12 staff utilizing collaboration time to review strategies and academic language.
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>OBJECTIVE: Plan district-wide professional development to focus on English Learners.</p> <p>A. Provide staff development on sheltered instructional strategies, CELDT and ELD for all K-6 teachers and elementary, middle and high school site specialists.</p> <ul style="list-style-type: none"> Provide training for all K-6 teachers for appropriate use of new RLA program with all students. District will use collaboration time for training in effective SDAIE strategies using six part series which includes strategies such as vocabulary, graphic organizers and effective questioning strategies. District Reading Specialists and Coach will provide follow-up support during site collaboration meetings. Principals to monitor SDAIE strategies/ELD instruction during monthly walkthroughs and provide feedback. 	<p>Summer 2010</p> <p>1Wed/month, Dec 2009-April 2010</p> <p>Monthly: Sept 2010-June 2011</p> <p>monthly</p>	<p>Principals</p> <p>Principals, Rdg Specialists, Reading Coach</p> <p>Rdg Specialists, Rdg Coach</p> <p>Principals</p>	<p>\$20,000 Reading First</p> <p>\$400 in materials Reading First</p> <p>No funding required</p> <p>No funding required</p>	<p>Accomplished 6/2010</p> <p>October 2010 workshop and follow-up activities planned for resource staff. Math and ELA consultants scheduled for year-long staff development program for listed strategies.</p> <p>Planned and ongoing.</p> <p>Planned and ongoing.</p>

<ul style="list-style-type: none"> Provide 1 day release for representatives from each site to attend conference on effective teaching strategies for English Language Learners. 	January 2010	Counselor, Rdg Specialists, Asst Principal, Principal, Media Specialist	\$400 Reading First	Accomplished @ K-8; 9-12 reviewing options for staff.
<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> <p>OBJECTIVE: Provide timely communication and offer training, in English and Spanish, to parents and community members, on student achievement, academic expectations, accountability requirements and support services.</p> <p>A. Provide clear and timely communication</p> <ul style="list-style-type: none"> Communicate to all parents via district newsletters and parent workshops on topics such as ELD, the identification process, interventions, exit criteria, grades, testing, use of the internet, assisting their students in achieving academic success. Develop protocol for parent/teacher conferences to assist parents in supporting the academic progress of EL students Provide opportunities for parents to participate in decision-making related to site and district initiatives. 				
	Fall orientations, DELAC meetings, Spring parent workshops 2009/10, 2010/11	Superintendent , Principals, Bilingual liaison	\$2,000 General Fund	Accomplished; ongoing activities.
	October 2009 and ongoing	EL Coordinator	No funding required	Review and further develop for use again November 2010
	DELAC AND ELAC meetings	Superintendent , Principals, Bilingual liaison	No funding required	*Note: ELAC/DELAC meeting dates: 9/28/09, 10/26/09, 11/30/09, 1/25/10, 2/22/10, 3/29/10, 4/26/10, 9/27/10, 10/25/10 11/29/10, 1/31/11, 2/28/11, 3/28/11, 4/25/11

7. If applicable, identify any changes to the Title III Immigrant Education Program.				
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