

LEA PLAN ADDENDUM

AUBURN UNION SCHOOL DISTRICT

Addendum Board Approved January 12, 2011

Revised LEA Plan Board Approved December 14, 2011

For More Information:

Auburn Union School District

255 Epperle Lane

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**Local Educational Agency Program Improvement Plan
Assurance Page**

LEA PLAN INFORMATION

Name of Local Education Agency: Auburn Union School District

District Code: 31 66787

Date of Local Governing Board Approval: January 12, 2011

District Superintendent: Michele Schuetz

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Signatures:

On behalf of LEAs, participants included in the approval of this Program Improvement Plan Addendum:

<hr/>	<u>Michele Schuetz</u>	<u>January 12, 2011/December 14, 2011</u>
Signature of Superintendent		
<hr/>	<u>Daniel Berlant</u>	<u>January 12, 2011/December 14, 2011</u>
Signature of Board President		

Auburn Union School District Local Educational Agency Plan Addendum

Introduction:

The Auburn Union School District continues its effort to improve student achievement with a focus on research-based best practice and strategies, standards-aligned curriculum, and based on our core beliefs valuing student learning, high quality instruction, strong instructional leadership, school safety, and a collaborative and positive learning environment and culture.

Auburn Union School District is engaged in a partnership with Placer County Office of Education to share knowledge, resources, and expertise to promote academic achievement, positive culture, and student mental and physical wellness.

The Auburn Union School District has been identified as Program Improvement Year 2. The No Child Left Behind (NCLB) Act of 2001 Section 1116 (c) (7) (A) requires that LEAs identified for PI shall develop or revise an LEA Plan, in consultation with parents, school staff, and others. This addendum was initially developed utilizing information gathered from the District's Leadership Team, district-wide Curriculum Steering Committee, and the Rock Creek Site Council. The tools used to gather information were the District Assistance Survey (DAS), the district and site's English Learner Subgroup Self Assessments (ELSSA), the Inventory of Services and Supports for Students with Disabilities (ISS), results from CST, CMA, CAPA results, results of district-wide Multiple Measures of Assessment, interviews and committee discussions. Updated analysis of results from the DAS and ISS through the Special Education department, the Leadership team, and the District Advisory Committee has been embedded in the revised Addendum.

Rather than completely rewriting the district's existing LEA Plan, the California Department of Education (CDE) requires writing a Plan Addendum to address the following items.

- Address the fundamental teaching and learning needs in the schools of the 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.
- Identify actions that have the greatest likelihood of improving the achievement of students in meeting state standards.
- Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.
- Include specific, measurable achievement goals and targets for all students and subgroups, addressing all elements of Adequate Yearly Progress (AYP).
- Address the professional development needs of the instructional staff.

- Identify how technical assistance will be obtained to support implementation of the LEA Plan revisions.
- Incorporate, as appropriate, learning activities before school, after school, during the summer, and during an extension of the school year.
- Include strategies to promote effective parent involvement in the school.

District Profile

The Auburn Union Elementary District serves the foothill community of Auburn, located 40 miles northeast of Sacramento on the western slope of the California High Sierra. The District educates approximately 1,363 students in grades Kindergarten through Grade 5 at three elementary schools (Auburn Elementary, Rock Creek and Skyridge), 2 preschools (53 students at Alta Vista and Rock Creek) and approximately 751 students in Grades 6, 7 and 8 in the District’s single middle school, EV Cain S.T.E.M. Charter School.

Demographic Data:

Auburn Union School District has been a declining enrollment district with changing demographics over the past ten years. The enrollment has declined at a rate of 5%, but the current school year has shown an increase of 25 at the middle school and 32 at the elementary levels. The Social Economically Disadvantaged subgroup is increasing rapidly and the number of English Learners has increased. The 10.98% of identified Students with Disabilities has decreased but remains slightly above the State average of 10%. In order to meet the changing needs of our District and to offer parents a choice in programs, the District has started a preschool Special Day Class, a Pre-K Developmental Kindergarten, and a Home School Program. Enrollment numbers are included in data in the graph.

Auburn Union School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	3	1,363	64 FT/ 7PT	K-3 rd - 21.3/4-5 th -30.3 Class average
Middle	1	751	31 FT/3PT	29.2 Class Average
Home School		19	1PT	1:20
Preschool	1	35	1FT/2PT	10:1
Total	5	2168 PreK-8	97 FT/12PT	

Auburn Union District, Student & Teacher Data

	District %		District %
American Indian	1.62%	English Learners	16.41%%
Asian	1.34%	Students with Disabilities	10.98%
Pacific Islander	0.32%	Graduates (prior year)	NA
Filipino	1.25%	UC/CSU Eligible Grads (prior year)	NA
Hispanic	23.69%	Mobility	96%
African American	1.62%	% Fully Credentialed Teachers	100%
White	68.15%	Avg. Pupil / Teacher Ratio	19.6
Multiple/No Response	1.90%	Avg. Class Size	K-3: 21.3, 4-5: 30.3 6-8: 29.2
Total	99.89%	% Free or Reduced Price Meals	50.67%

District State Accountability: Academic Performance Index (API)

2010 API Base	2011 API Growth	Growth in the API from 2010-2011
815	815	0 points

Auburn Union District Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP 2010-2011 No		
	Met AYP Criteria English-Language Arts	Met AYP Criteria Mathematics
Percent Proficient	58.2% LEA wide but not all subgroups	60.4% LEA wide but not all subgroups
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	N/A	
PI Status	PI Year 2	
High Priority Subgroups that did not meet proficiency rates are:		
English learners	30.3 %	38.3%
Socio-economically Disadvantaged	43.1%	47.2%
Hispanic	36.0%	39.2%

The number of English Learners increases annually. Auburn Union School District currently has 15 different languages. The English Learner numbers are listed below.

English Learners: 354 Students
 Re-designated FEP- 41
 (Taken from CBEDS October 2011)

As reflected in the enrollment graph, Auburn Union School District has 2,168 Pre-school -8th grade students. School enrollments are listed below:

Alta Vista School (preschool)	33 (Special Day, Class/Speech, general ed)
Rock Creek preschool	20
Auburn Elementary School	502
Rock Creek School	311
Skyridge School	550
EV Cain Middle School	751

Also reflected in the graph, the breakdown of District Employees is listed below:

Teachers: AUSD employs 113 full time and 10 part time certificated staff with all teachers fully credentialed and meeting the definition of highly qualified.

Classified Employees: AUSD employs 22 full time and 68 part time classified staff.

Administrators: AUSD employs 5.5 site administrators, one Director of Special Education, one Chief Business Officer and a District Superintendent.

Auburn Union School District embraces the belief that all children can learn. The mission statement for the Auburn Union School District is “We provide our students with a rigorous and well rounded curriculum that challenges students to become self reliant individuals, critical thinkers, and responsible citizens.” Our District focus is on improving student achievement. Our shared vision is to promote schools where students, parents, staff, and the greater community work together to provide safe and challenging learning environments where all students can experiences success. In 2010-11, three of our four district schools worked to achieve their growth targets on the state’s Academic Performance Index but did not reach their annual yearly progress target under No Child Left Behind for the sub groups of English Learners, Hispanic subgroup, Students with Disabilities (SH), and Social Economically Disadvantaged. Two of the elementary schools, the middle school, and the District’s API scores were over 800 for 2010-2011. Currently one elementary school, Rock Creek School, is a California Distinguished School. Rock Creek made their annual yearly progress under No Child Left Behind in the areas of English Learners, Socio-economically disadvantaged, Hispanic and Students with Disabilities under Safe Harbor for ELA but did not make their targets in mathematics and has been identified as Program Improvement Year 2.

The Auburn Union School District has established clear, rigorous academic standards. The District’s focus in grades K-8 is reading, language arts, and mathematics with science, social science and technology enhancing and expanding across all areas of the curriculum.

Program Improvement LEA Addendum Requirements

- 1. Address the fundamental teaching, and learning needs in the schools of the 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.**

Describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful.

Utilizing the District Assistance Survey (DAS), the Inventory of Services and Supports for Students with Disabilities (ISS), the English Learner Subgroup Self Assessment (ELSSA), discussions with stakeholders, and review of the nine California Essential Program Components, the responses indicate that there is a lack of consistency in practices, materials, and resources between school sites and at times within schools.

The review of the “Nine Essential Program Components” is as follows:

- Use of standard-based State Board (SBE)-adopted (kindergarten through grade eight) or standards-aligned English/reading/language arts and mathematics instructional materials, including intensive intervention and English Language Development materials.**

The Auburn Union School District adopted new mathematics standards-aligned materials in grade K-6, and pre- algebra in 2009-2010. In August 2011 the District implemented new materials for pre-algebra and algebra.

ELD materials for ELD classes at our middle schools were adopted for the 2010-2011 school year. Our elementary schools adopted new materials for Languages Arts, which includes materials for English Learners, special education, and intervention with new instructional materials embedded into the program.

A new English/Language Arts adoption for grades 6-8 was adopted in 2010. New materials for ELD classes were also adopted for grades 6-8.

- **Implementation of instructional minutes for basic core Reading/Language Arts and mathematic programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.**

This component is inconsistent between schools due to funding, personnel resources, and practices. The monitoring of instructional time is inconsistent between administrators. The additional instructional time is inconsistent between schools and also between teachers within a school. However with the implementation of the new language arts program, greater emphasis is being placed on utilizing instructional minutes with fidelity.

The middle school monitors the instructional time with assigned minutes for core instruction and assigned ELD classes for identified English Learners.

Intensive interventions are inconsistent between schools, due to differing resources. However, all schools are providing interventions.

- **Use of annual district instructional/assessment pacing guides for grades K-8.**

Pacing guides and assessments have been completed district-wide. With the adoption of the new language arts materials, K-5 grade levels are in the process of redoing pacing guides and assessments. Benchmark assessments are in varying stages within grade levels, departments, and school sites.

- **Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted and EPCs.**

This is an area of weakness for our district. Administrators are offered professional development through the district and through opportunities from Placer County Office of Education. Administrators join school site teams for scheduled staff development. However there is inconsistent participation in staff development. Administrators participated in a training on the new language arts materials. They will also be invited to participate in the individual grade level 40 hour training for classroom teachers and support staff. However, with limited funding resources, they have not participated in 80 hours of structured practicum on language arts, intervention, and mathematic materials.

- **Fully credentialed, high qualified teachers, per requirement of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.**

All of our teachers are highly qualified, hold appropriate degrees, hold appropriate credentials needed for their assignment and/or hold an intern certificate and are currently enrolled in an approved CCTC intern program, and have demonstrated subject matter competence as required by CCTC authorizations and requirements.

Teachers have not completed 80 hours of structured practicum based on the implementation of the instructional materials and the EPCs. However K-5 teachers participated in 5 days (approximately 40 hours) of training with the implementation of the new language arts adoption beginning from August 2011-November 2011.

- **Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of context experts, specialists, and instructional coaches.**

Currently the district does not have instructional coaches to work inside the classroom to support teachers. Teachers support each other through work with their Professional Learning Collaboration (PLCs), with support of Title I teachers, Specialists in the areas of Special Education, and behavior support. We are in partnership with the Placer County Office of Education (PCOE) and we utilize their instructional experts to support our teachers and para-professionals and help to deepen their knowledge about the content and the delivery of instruction. PCOE has hired RTI and PLC coaches to help support districts county-wide. We have site English Learner coordinators and a district EL coordinator to support teachers with instruction for our English learners. We also have site based Datawise coordinators to help teachers and administrators access assessments and data.

- **For all grade levels, implementation of a student achievement monitoring system provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing student progress, identify student needs, inform instruction and determine effectiveness of instructional practices and implementation of the adopted program.**

The District uses the Datawise monitoring system to provide timely data. One – two Datawise Coordinators/Coaches are at each school site. Coordinators and administrators have been trained in creating tests, and accessing data reports. However, there is inconsistency in the levels of proficiency of both the coordinators and administrators. Workshops and classes have been held to train teachers in using this system but participation has been inconsistent between schools.

- **Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level and facilitated by the principal.**

Collaboration groups (PLCs) meet 1-2 times per month but frequency is not consistent between school sites. Each school site strives to schedule PLCs time utilizing their resources. More collaboration is needed at each school site.

- **Implementation of Fiscal Support aligned to full implementation of EPCs.**

Categorical funds are prioritized, coordinated, and allocated to align and support Single Plan for Student Achievement (SPSA), and the schools with the highest priority of low income, English learners, and low-performing students, based on assessment results, are allocated the highest level of categorical funding. Categorical funding is based on formulas used with the Consolidated Application and the District Allocation Plan.

Needs to be addressed:

Auburn Union School District needs to progress toward 2011 AYP targets by increasing percent proficient or above in English/Language Arts and Mathematics with the following groups to meet Safe Harbor targets:

- School wide- 56.5% - 15 students
- Disadvantaged – 45.7% - 9 students
- English learners – 32.5% - 1 student
- Students with Disabilities- 32.5% - 1 student
- Hispanic- 3.3% - 3 students
- White 46% - 2 students

Auburn Union needs to meet their annual AMAO targets.

- AMAO 1- Increase the number of students making progress in English.
- AMAO 2- Increase the number of students reaching proficiency.
- AMAO 3- Increase the number of students making their Adequate Yearly Progress (AYP)

Goals	EPC	Proposed Expenditures/ Funding Source	Timeline	Person responsible for monitoring action	Evidence of Implementation
<p>In order to provide common, articulated curriculum, access to grade level standards for all students, and intensive accelerated instruction for students below grade level, all sites will implement new SBE adopted and local Board approved, instructional materials in the area of Language Arts:</p> <p>Determination of why prior plan did not work: Even though Auburn Union School has a state waiver for the Language Arts textbook adoption review of our instructional materials shows they are not meeting needs of our subgroups. Current materials do not have a strong EL component or strategic intervention materials embedded in the instructional materials or practices.</p>					
<p>The Auburn Union School District (AUSD) will fully implement SBE adopted and Board approved Holt Language Arts materials for grades 6-8.</p> <p><i>Will monitor the need for further staff development</i></p>	1	<p>\$81,275.00 Categorical flexibility funds (Prior IMF funds) Lottery</p>	<p>Completed 2011-2012</p>	<p>Superintendent Administrators Teachers</p>	<p>Board Agenda/Minutes Classroom Observations</p>
<p>AUSD will fully implement SBE adopted and Board approved Mc Graw Hill <i>Treasures</i> for grades K-5.</p> <p><i>Will monitor the need for further staff development</i></p>	1	<p>\$222,849.00 Categorical flexibility funds (Prior IMF funds) Lottery</p>	<p>Completed 2011-2012</p>	<p>Superintendent Administrators Teachers PLCs</p>	<p>Classroom Observation Curriculum Steering Committee (CSC) Minutes</p>
<p>AUSD will fully implement Hampton Brown <i>Inside</i> ELD materials for ELD classes for grades 6-8.</p> <p><i>Will monitor the need for further staff development</i></p>	1	<p>\$17,000.00 Categorical flexibility funds (Prior IMF funds) Lottery</p>	<p>Completed</p>	<p>Superintendent Administrators Teachers EL Coordinator Site EL Coordinators</p>	<p>Classroom Observations EL meeting Minutes CSC Minutes</p>

AUSD will ensure that all K-5 students will both access core curriculum and use the ELD materials embedded in Mc Graw Hill <i>Treasures</i> .	1	Embedded in the cost of \$222,849.00 Categorical flexibility funds (Prior IMF funds) Lottery	Completed	Superintendent Administrators Teachers EL Coordinator Site EL Coordinators	Classroom Observations EL meeting Minutes CSC Minutes
AUSD will ensure that all intervention, special education, and Title I teachers will fully implement the adopted instructional programs and the accompanying strategic intervention materials in the area of Language Arts.	1	Embedded in the cost of \$222,849.00 Categorical flexibility funds (Prior IMF funds) Lottery	2011-12	Superintendent Administrators Special Ed Director EL Coordinator Specialists Teachers	Classroom Observations PLCs IEPs Child Study notes CSC Minutes Leadership team minutes
All K-5 teachers will fully implement the SBE adopted and Board approved instructional programs and accompanying intervention materials by: Utilizing best practices Utilizing EL strategies By completing 40 hours of training on new instructional materials <i>Treasures</i> .	1, 2	\$19,000 Title I Staff Development	2011-2012	Superintendent Administrators Teachers Specialists Title I teachers Publisher trainers	Classroom Observations CSC Minutes Training Sign- in sheets PLCs Staff development agendas
All ELD teachers in grades 6-8 will fully implement SBE adopted and Board approved Hampton Brown materials and attend 20 hours of training on the instructional materials	1,2, 4	\$600.00 Charter/EIA	2011-2012	Superintendent Administrators ELD teachers EL Coordinator Site EL Coordinator	Classroom Observations Conference requests Categorical reports
In order to provide common, articulated curriculum, access to grade level standards for all students, and intensive accelerated instruction for students below grade level, all sites will implement the SBE adopted and local Board approved instructional materials in the area of Mathematics:					

Determination of why prior plan did not work: Even though Auburn Union School has a state waiver for the Mathematics textbook adoption review of our instructional materials shows they are not meeting needs of our subgroups. Current materials do not have a strong EL component or strategic intervention materials embedded in the instructional materials or practices.

Planned Improvement Actions:

<p>The Auburn Union School District (AUSD) will fully implement SBE adopted and Board approved Holt mathematic materials for grades 6.</p> <p><i>Will monitor the need for further staff development</i></p>	1	<p>\$18,551.00 Categorical flexibility funds (Prior IMF funds) Lottery</p>	Completed	<p>Superintendent Administrators Teachers</p>	<p>Classroom Observations PLC discussions</p>
<p>AUSD will fully implement SBE adopted and Board approved UCLA for pre- algebra in grades 6-8.</p> <p><i>Will monitor the need for further staff development</i></p>	1	<p>\$39,662.80 with an annual consumable cost of \$692.80 Categorical flexibility funds (Prior IMF funds) Lottery</p>	2011-2012	<p>Superintendent Administrators Teachers</p>	<p>Classroom Observations PLC discussion</p>
<p>AUSD will fully implement SBE adopted and Board approved Saxon Math materials for grades K-5.</p> <p><i>More staff development is needed</i></p>	1	<p>\$72,259.95 with an annual consumable Cost \$24,539.85 Categorical flexibility funds (Prior IMF funds) Lottery</p>	2011-2012	<p>Superintendent Administrators Teachers</p>	<p>Classroom observations CSC Minutes</p>
<p>AUSD will fully implement SBE adopted and Board approved materials for Algebra (grades 6-8) and Geometry in grades (7-8).</p> <p><i>Will monitor the need for further staff development</i></p>	1	<p>August 2011 Categorical flexibility funds (Prior IMF funds) Lottery</p>	2011-2012	<p>Superintendent Administrators Teachers</p>	<p>Classroom Observations CSC Minutes</p>

AUSD will fully implement SBE adopted and Board approved Holt (6 grade) and Saxon (K-5) by providing training as needed.	1	\$1500.00 Title staff development	2011-2012	Superintendents Administrators Teachers	Observations PLCs CSC Minutes
<p>All sites will implement the SBE adopted and Board approved ELA and Math K-8 (including intervention materials) according to the pacing schedule and SBE recommended instructional minutes.</p> <p>Determination of why the prior plan did not work is that there is inconsistency in instructional minutes between school sites and within a school site. A consistent intervention model is not fully implemented at all sites (RTI).</p> <p>Planned Improvement Actions:</p>					
AUSD will fully implement Language Arts instructional minutes in all classrooms, which will reflect the required SBE recommended instructional minutes K-8. Core instruction: K – 60 minutes daily 1-3- 2.5 hours daily 4-6 2 hours daily 6-8 1-2 hours daily	2, 6	No additional costs	2011-2012	Site Administrators Teachers	Lesson plans Schedules
AUSD will fully implement Language Arts instructional minutes in all classrooms, which will reflect the required SBE recommended for intensive intervention K-8. Intensive intervention: K- 30 minutes 1-5 30-45 minutes daily 6-8 – 2.5 – 3 hours daily	2, 6	No additional costs	2011-2012	Site Administrators Teachers Specialists Title I teachers	Lesson plan Schedules
AUSD will fully implement Language Arts instructional minutes in all classrooms, which will reflect the required SBE instructional ELD minutes for English Learners: K-5 30-45 minutes daily 6-8 1-2 periods	2, 6	No additional costs	2011-2012	Site administrators Teachers Specialists EL site Coordinators EL Coordinators	Lesson plan Schedules

AUSD will fully implement Mathematics instructional minutes in all classrooms, which will reflect the required SBE recommended instructional minutes K-8. Core instruction: K - 30 minutes daily 1-5 - 60 minutes daily 6-8 - 50-60 minutes daily	2, 6	No additional costs	2011-2012	Site Administrators Teachers	Lesson plans Schedules
AUSD will fully implement Mathematic instructional minutes in all classrooms, which will reflect the required SBE recommended minutes for intensive intervention K-8. Intensive intervention: K- 6 15 minutes daily 7-8 30 minutes daily	2, 6	No additional costs	2011-2012	Site Administrators Teachers Specialists Title I teachers	Lesson plan Schedules
The AUSD governing Board will review existing policy and Strategic Plan to ensure focus on improving the performance and increasing proficiency of all students, including English learners, students with disabilities, and other high priority students.	1	No additional costs	2011- 2012	Superintendent AUSD Board	Board Policy Strategic Plan
<p>Students with disabilities and other high priority students will be the District's focus. Determination of why prior plan did not work is that there is inconsistent use of best strategies and materials used between schools and within schools. There is not built in collaboration time for teachers for Professional Learning Communities-the time that is set aside is inconsistent.</p> <p>Planned Improvement Actions:</p>					
AUSD will ensure that entrance and exit criteria for intervention programs (strategic and intensive) will be established at each grade level.	6, 8	No additional costs	2011-2012	Administrators Teachers Specialists Title I teachers	Lesson Plans Schedules PLCs IEPS
AUSD will ensure that on- going monitoring protocol be established at each grade level	6, 8	No additional costs	2011-2012	Administrators Teachers	Schedules PLCs

					Minutes Agendas
AUSD will ensure teachers are trained to utilize best practice strategies, such as active student engagement, explicit academic vocabulary, graphic organizers) with follow up implementation which will be monitored through PLCs.	6, 8	\$41,000 Title I staff development funds	2011-2012	Superintendent Presenters from PCOE Administrators Teachers	Sign in sheets Agendas Grade level minutes PLCs
AUSD will ensure teachers are using SDAIE and ELD strategies with English Learners, and best practices with other high priority students. Administrators will use check off sheets as they do walkthroughs.	1, 6	No additional costs	2011-2012	Superintendent Administrators Teachers EL Coordinator	Check of sheets Evaluations PLCs Classroom observations
AUSD will ensure all high priority students, including students with disabilities and English Learners will receive best practice, SDAIE and ELD strategies across their core curriculum within their classroom	1, 6	No additional costs	2011-2012	Superintendent Administrators Teachers Specialists EL Coordinator	Classroom observation PLCs
AUSD will ensure all new teachers are trained on use of best strategies across curricular areas.	1, 6	\$2000 per new teacher Categorical flexibility	On-going	Superintendent BTSA Coordinator BTSA Coach	Agendas PLCS Trainings Portfolio
AUSD will fully implement the intensive intervention programs. During the intervention time, teachers and specialist will work with targeted students in small groups using the intervention materials included in the SBE adopted materials.	1, 6	Included in the cost of the adoption	2011-2012	Superintendent Administrators Teachers Specialists Title I teachers	Lesson plans Schedules
AUSD will provide ongoing instructional support for teachers through the use of: Peer support Administrative support BTSA	6	No additional costs	2011-2012	Superintendent Administrators Teachers Special	Lesson plans Schedules PLCs Minutes Agendas

Datawise Coordinators EL Coordinators Specialists Title I teachers					
AUSD, in partnership with PCOE, will provide training for middle schools teachers to use AVID strategies in an AVID elective class and across all core curricular areas.	6	\$4, 095 EIA	2011-2012	Superintendent Administrators Teachers	Master schedule Training agendas Purchase Orders
AUSD will offer a two week summer school program for 8 th graders not meeting graduation requirements. (Elementary Intervention summer school and target learning camps will be re-established when funding sources become available)	9	\$600.00 Charter fund	2011-2012	Principal Teachers	Schedule Lesson plans Observations
AUSD will design ways to implement consistent time for PLCS which is consistent across all school sites.	8	No additional costs	2011-2013	Superintendent Administrators AUTA Board of Trustees	Schedules Calendar Board Policy
AUSD's leadership team will work collaboratively with sites to design schedules that allow students to move from one intervention to the next as soon as they reach proficiency with current interventions.	1, 2	No additional costs	2011-2012	Superintendent Leadership team	Schedules Protocol developed
AUSD's leadership team will meet monthly to review targets and share evidence of progress. Evidence and data demonstrating implementation of the LEA plan will be shared with the Board.	1, 2, 7	No additional costs	2011-2012	Superintendent Leadership team	Leadership Agendas Board Agendas Board minutes
<p>Students identified as English Learners will receive consistent services throughout the district. Determination of why prior plan did not work is in reviewing results from ELSSA reports, students are doing well at the beginning level but they are not meeting proficiency levels as early intermediates, intermediates, early advanced, and advanced due to inconsistent use of ELD and SDAIE strategies, inconsistent instructional minutes, and the use of Language Arts materials without a strong EL component. Some teachers lack an understanding of the difference between ELA and</p>					

ELD standards.						
Planned Improvement Actions:						
AUSD will ensure that all EL students receive ELD until reclassified. EL student's assessment and placement will be based on the CELDT results.	1,6	No additional costs	2011-2012	Superintendent Administrators Teachers EL Coordinators	Classroom observations	
AUSD will ensure reclassification from EL to FEP status will be based on the evaluation of the following: CELDT (overall Early Advanced/Advanced and sub scores Intermediate or higher) CST in ELA (350 or higher) Academic Performance – Proficiency level Writing sample- Proficiency level Teacher narrative Parent Opinion	1, 6	No additional costs	On-going	EL Coordinator Site Coordinator Administrator	EL list EL Master Plan Resignation sign off sheets Assessment results	
AUSD will ensure that during the ELD block teachers working with ELs will implement the SBE adopted and Board approved ELD program. K-5 <i>Treasures</i> 6-8 Hampton Brown <i>Inside</i>	9	ELD materials are part of the LA adaptation previously listed Categorical flexibility/Lottery	2011- 2012	Administrators Teachers EL Coordinators Superintendent	Classroom observation PLCs Collaboration meetings minutes CSC minutes/agendas	
AUSD will ensure all ELD teachers will use the curriculum-embedded assessments	5, 6	No additional costs	2011-2012	Administrators Teachers EL Coordinators	Classroom Observation Assessment results	
AUSD will ensure all teachers with English Learners will monitor their progress with the ELD check off sheet during each grading period.	5	No additional costs	2011-2012	Superintendent Administrators Teachers EL Coordinators	Classroom Observations Check off sheets	
AUSD will ensure administrators are	1, 7	No additional costs	2011- 2012	Superintendent	Classroom	

monitoring the use of strategies for ELs utilizing a check list used during walkthroughs and classroom observations				Administrators	observations Check list
AUSD will ensure, working in partnership with PCOE, that the Better to Best (AVID model) be offered as an elective to 6-7 th grade English Learners and other high priority students.	8, 3,	\$2400 Charter/EIA MOU with PCOE	2011-2012	Superintendent Administrators PCOE EL Coordinator Teacher	Training schedule Master schedule Monthly meeting minutes/agenda
AUSD will ensure, working in partnership with PCOE, that Better to Best students will have an opportunity for a 10 day summer intervention program for strategic intervention.	8, 3, 4	\$1,400.00 MOU with PCOE	2010-2012	Superintendent Administrator PCOE El Coordinator Summer school teacher	Schedule Attendance Time sheet
AUSD will continue to hire only teachers with EL authorizations to maintain current status of 100% of teaching staff having EL authorizations		No additional costs	On-going	Superintendent Administrator Board of Trustees	Board Policy Hiring Practices

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP). Describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable.

Goals	EPC	Proposed Expenditures/Funding Source	Timelines	Person Responsible for Monitoring Action	Evidence of Implementation
<p>Auburn Union School District has not made their AYP in subgroups of Socio-economically disadvantaged, English Learners, Hispanic, and Students with Disabilities. They also have not made their AMAO 3 proficiency target consistently over the last four years. An analysis of the data shows the district is below the County average. ELLSA data shows students do well on beginning levels but do not progress to proficiency. Our population of socio-economically disadvantaged has grown dramatically at all sites and students are not meeting proficiency targets.</p> <p>Determination of why prior plan did not work is that consistent best practices have not been used with all high priority students; teachers have not received frequent training in best practices; inconsistency in instructional minutes and quality</p>					

instructional materials; inconsistent time for collaboration; inconsistent staff development to strengthen delivery instruction in the core content areas; inconsistent use of a data monitoring system; inconsistent implementation of our Title III addendum between school sites; inconsistent use of intervention (RTI); a few teachers lack understanding of the culture of poverty and how to address the needs of those students; some teachers do not understand how to use student data in a meaningful manner for instructional decisions; the lack of functional technology and support makes accessing data more difficult; timely formative and common assessments are not consistent across grade levels; some teachers do not have the belief system that all students can learn; there is sometimes a disconnect between home and school.

Planned Improvement Actions:

AUSD will ensure that all schools meet their school-wide 95% participation rate in all subgroups	7	No additional costs	2011-2012	Superintendent Administrators Teachers	AYP Participation rates
AUSD will ensure that all schools increase their school-wide proficiency level to increase the district-wide proficiency level by 10% in LA and Mathematics.	7	No additional costs	Spring 2012	Administrators Teachers	CST results
AUSD will ensure that all schools increase their socio-economically disadvantaged subgroup to increase the district-wide disadvantaged proficiency level by 10%.	7	No additional costs	Spring 2012	Administrators Teachers	CST results
AUSD will ensure all schools increase their English Learner subgroup to increase the district-wide English Learner subgroup by 10%.	7	No additional costs	Spring 2012	Administrators Teachers	CST results
AUSD will ensure all schools increase their Students with Disabilities subgroup to increase the district-wide Students with Disabilities subgroup by 10%.	7	No additional costs	Spring 2012	Administrators Teachers	CST results
AUSD will ensure all schools increase their Hispanic subgroup to increase the district-wide Hispanic subgroup by	7	No additional costs	Spring 2012	Administrators Teachers	CST results

10%.					
AUSD will increase the overall district API score by 5 points to reach 820 in spring 2012.	7	No additional costs	Spring 2012	Administrators Teachers	API Results
AUSD will continue to utilize a technology-based, data and information system to monitor individual student learning and progress of subgroups toward state standards, which is accessible to teachers and administrators.	5, 7	\$13, 000.00 Title II Part D Unrestricted	On-going	Superintendent Administrators Datawise Coordinators Teachers	Datawise reports
AUSD will provide professional development in the use of the data and information system, including how to create assessments and how to analyze reports to guide instructional planning.	5, 7	\$3,000 Title II A	2011-2012	Superintendent Administrators Datawise Coordinators Teachers	Datawise reports CST results PLCs Leadership team discussions
AUSD will fully implement timely formative, content embedded assessments, which may be used by teachers and site administrators to monitor student achievement and guide instructional planning.	5, 7	\$2000 Categorical flexibility	2011-2012	Superintendent Administrators Datawise Coordinator	Time sheets
AUSD will fully implement common and collaborative protocol for timely and longitudinal data analysis, including benchmark assessment guiding instruction and placement decisions for intervention programs; state assessments, including CST, CAPA, CMA, and CELDT; Multiple Measures, including district-wide assessments, and writing samples; AYP and API results; curricular/publisher made assessments.	5, 7	\$3000 Categorical flexibility	2011-2012	Superintendent Administrators Teachers Datawise Coordinators	Assessment results Written protocol Updated assessment binder

AUSD will fully implement PLCs as data teams to analyze data to guide instruction.	8	No additional costs	2011-2013	Superintendent Administrators PLC teams	Observation CSC Minutes Intervention programs CST results
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3. Incorporate scientifically based research strategies that strength the core academic program in schools served by the LEA. Describe the specific strategies that you will use and how you will accomplish this.

Goals	EPC	Proposed Expenditures/ Funding Source	Timeline	Person responsible for monitoring action	Evidence of Implementation
<p>Auburn Union staff will use scientifically based researched strategies to engage students, deepen their content understanding, and use researched based interventions and materials to include universal access to all students, to increase student learning. Determination of why prior plan did not work is in the analysis of programs EPCs are not fully implemented:</p> <ul style="list-style-type: none"> • EPC 1.0 Instructional Program and Materials • EPC 2.0 Instructional Minutes • EPC 3.0 Revised pacing guide needed for new adoptions • EPC 4.0 Implementation of School Administrator Instructional Leadership Program • EPC 5.0 Teachers completing 80 hours of structured practicum based on the implementation of the instructional materials. • EPC 6.0 Lack of curriculum coaches • EPC 7.0 Training of teachers to use Datawise system; creating time to consistently develop benchmark assessments; technology to support data monitoring system • EPC 8.0 Consistent release time for PLCs. • EPC 9.0 Revenue to support all of our students and staff development needs. <p>Planned Improvement Action</p>					
AUSD will plan and implement an academic program that is based on California academic standards and framework, using core and intervention	1, 4	No additional cost	2011-2012	Superintendent Administrators Teachers CSC Committee	Observations Performance results CSC Minutes

materials, which are research based and adopted by SBE and the local governing board and includes content-embedded, periodic formative assessments, including universal access.					
AUSD teachers will implement strategies of instruction including activities for student engagement, graphic organizers, checking for understanding, building vocabulary, writing across the curriculum, guided and independent practice, and building connections to prior knowledge.	1	No additional costs	2011-2012	Superintendent Administrators Teachers	Observations CSC Agenda/Minutes PLC notes
AUSD teachers will utilize research base strategies which include lesson design, aligned instruction, reflection and lesson evaluation which is monitored through the collaboration process (PLCs).	8	No additional costs	2011-2012	Administrators PLC Teams	Observations PLC notes
AUSD teachers will provide all struggling learners with access to the core program and ensure they are receiving the appropriate instructional program that is designed to address their identified learning needs.	1	No additional costs	2011-2012	Administrators Teachers	Observation Assessment results
AUSD teachers will provide English Learners with access to the core curriculum and curriculum materials using SDAIE, ELD, and other effective strategies.	1, 7, 8	No additional costs	2011-2012	Administrators Teachers EL Coordinators	Observations Assessment results CSC minutes
AUSD will fully implement the tiered intervention model (RTI) district-wide to provide early intervention and support academic success for students	1	\$2000 (sub cost for the Curriculum Steering Committee) Categorical flexibility	2011-2012	Superintendent Special Ed Director Administrators	CSC Minutes DAC minutes Leadership team discussions

AUSD teachers will use student friendly goals and objectives to engage students in the instruction. Student friendly rubrics will aid students in reflecting on their personal progress.	8	No additional costs	2011-2012	Administrators Teachers	Rubrics Lesson Plans Observation
AUSD teachers and administrators will work with parents to use research based strategies when helping students do homework.	8	No additional costs	2011-2012	Administrators Teachers	Agendas Minutes
AUSD Leaderships Team will discuss strategies, interventions, data to inform instruction, and how to give routine feedback on use of research based instructional strategies at their bi-monthly meetings.	1, 7	No additional costs	2011-2012	Leadership team	Discussions

4. Identify Actions that have the greatest likelihood of improving student achievement in meeting standards. Please identify those actions.

Goals	EPC	Proposed Expenditures/ Funding Source	Timeline	Person responsible for monitoring action	Evidence of Implementation
<p>Auburn Union School District has not met their AYP targets with subgroups of English Learners, Hispanic, Socio-economically disadvantaged, and Students with Disabilities. Increased scrutiny and focus on student achievement is necessary in order for all students to meet proficiency levels.</p> <p>Determination of why prior plan did not work is that strategies and materials are not meeting the needs of the current student populations.</p> <p>Planned Improvement Action:</p>					
AUSD will fully implement and use with new SBE and Board approved Language Arts materials K-5, including utilizing intervention materials.	1	\$222,849.00 Categorical flexibility funds (Prior IMF funds)	2011-2012	Superintendent Administrators Teachers	Observation CSC Minutes Assessment results

		Lottery			
AUSD will establish elementary and middle school protocol to guide instructional minutes, aligned with recommended minutes from SBE, for core academics, intervention, intensive intervention, and ELD for English Learners.	2	No additional cost	2011-2012	Superintendent Administrators Teachers Title I Teachers Specialists EL Coordinator	Observations Schedules Lesson Plans
AUSD will provide standard-based pacing guides, for core curriculum and intervention, Benchmark and other multiple measures of assessment to monitor student progress toward meeting grade level standards in LA and Mathematics.	3	No additional costs	2011-2012	Superintendent Administrators CSC Committee Datawise Coordinators	Agenda Minutes Assessment Handbook
AUSD will provide 40 hours (5 days) of training for all K-5 teachers on implementing the SBE adopted/Board approved Language Arts materials.	1	\$20,000 Title I staff development	2011-2012	Superintendent Administrators Teachers	Schedules Grade level notes
AUSD will provide training for administrators on the new Language Arts adoption.	4	No additional costs	Spring 2011 completed	Superintendents Administrators	Schedule Minutes
AUSD teachers will utilize best practices and strategies consistently with high priority students, including working with English Learners.	1	No additional costs	2011-2012	Administrators Teachers	Lesson plans Observations Administrative checklist
AUSD teachers will teach all core programs with fidelity to all components of the programs K-8.	1	No additional costs	2011-2012	Administrators Teachers	Lesson plans Classroom Observations
AUSD schools have implemented additional intensive support for English Learners for ELD sessions beyond the core ELA block of time.	1	\$195,000 EIA Title I Charter/EIA	2011-2012	Administrators Teachers EL Coordinators ELD teachers	Schedules Master schedule Lesson plans

AUSD District office staff and site administrators will monitor ELD instructional time and the implementation of the newly adopted ELD materials; Administrators will ensure the Title III Plan is fully implemented	2	No additional costs	2011-2012	Superintendent Administrators Teachers EL Coordinator	Schedules Lesson plans Check off lists
AUSD will develop and utilize a walkthrough observation tool for administrators to use based on strategies for English Learners and goals in the LEA Plan.	1	No additional costs	2011-2012	Superintendent Administrators PCOE staff	Check lists Observations Leadership team agendas
AUSD will communicate with all stakeholders, including parents, teachers, students, teachers, administrators, and the community regarding student achievement, best strategies, academic expectations, and NCLB accountability requirements.	1, 8	No additional costs	2011-2012	Superintendent Administrators Teachers	Newsletters ELAC/DLAC Agendas DAC minutes Supt. Council Agenda Parent Leader Minutes Site Council minutes Parent Education Agendas

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Explain how you identified those needs and how you will address them.

Goals	EPC	Proposed Expenditures/ Funding Source	Timeline	Person responsible for monitoring action	Evidence of Implementation
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Auburn Union School District has not met their AYP targets with subgroups of English Learners, Hispanic, Socio-economically disadvantaged, and Students with Disabilities. Increased monitoring of student progress toward grade level standards and more training on strategies to instruct, to assess, intervene is necessary.

Determination of why prior plan did not work is that staff needs consistent and more frequent training on materials and strategies in working with high priority and struggling students. The prior plan, including strategies and instructional materials were designed around a different student population. The demographics of the Auburn Union School District has changed with increasing numbers in the subgroups of English Learners, Socio-economically disadvantaged, and Hispanic. New instructional materials are needed and staff needs to be trained on using core materials with fidelity. Staff needs additional training on creating assessments, utilizing interventions, and monitoring student achievement through a collaborative model (PLCs).

Planned Improvement Action:

AUSD will provide 5 days (40 hours) of training for K-5 on how to implement the Language Arts Program Treasures with fidelity, including ELD and intervention materials	5	\$20,000 Title I staff development	2011-2012 completed	Superintendent Administrators Teachers	Agendas Minutes Calendar
AUSD will provide training on strategies on how to work with high priority students.	5	\$41,000 Title I staff development	2011-2012	Superintendent Administrators Teachers Special Ed Director PCOE Staff	Agenda Calendar
AUSD will provide the Dufour PLC training until 100% of the staff completes the training.	5	\$10,000 EIA Title I Charter/EIA	2011-2013	Superintendent Administrators Teachers PCOE Staff	Schedules Agenda Conference registration
AUSD will provide opportunities for school sites to send teams to the Mike Matos training on PLCs and RTI.	5	\$5,000 EIA Title I Charter/EIA	2011-2013	Superintendent Administrators Teachers PCOE staff	Agendas Conference Registration
AUSD will provide opportunities for additional training on all core programs as needed.	1, 5	\$5,000 EIA Title I	2011-2013	Superintendent Administrators Teachers	Agendas Schedules Sign in sheets

		Charter/EIA		Publisher Trainers	
AUSD will provide additional training for administrators and Datawise Coordinators on the new version of Datawise <i>Measures</i> . <i>Will monitor the need for further training</i>	7	\$3500 Title II D	completed	Superintendent Administrators Datawise Coordinators	Agendas Consultant form Sign in sheets
AUSD will provide opportunities for teachers to take classes on utilizing the Datawise system, creating assessments, and data analysis.	7	\$2000 Title I staff development	2011-2013	Superintendent Datawise Coordinator	Agendas Sign in sheets
AUSD will provide opportunities for school teams to attend Dataworks training on working with English Learners.	7	\$1000 EIA Title I Charter/EIA	2011-2013	Administrators PLC teams	Conference Registration
AUSD will provide opportunities for teachers to take classes on strategies for working with struggling students, including technology tools to support learning.	7	\$2000 Title I EIA	2011-2012	Superintendent Teachers Trainers	Agendas Sign-in sheets
AUSD will provide training for Special Education staff addressing participation in collaboration (PLCs), legal updates, and best practices and strategies in working with all students, including autistic students.		\$3,000 Medi-Cal Title I staff development	2011-2013	Superintendent Director of Special Education Special Ed staff	Agendas Sign-in sheets
AUSD will continue to provide training for administrators on Professional Learning Communities (PLCs), Response to Intervention (RTI), maximizing evaluations using the California Teaching Standards, observation of strategies for English	8	\$3000 Title I staff development Categorical flexibility	2011-2013	Superintendent Administrators PCOE staff	Agendas Sign-in sheets

Learners, and training on implementing core instructional materials.					
AUSD will provide training by Kevin Feldman on language acquisition	12	\$4500	2012-2013	Superintendent Staff	Agendas Sign-in sheets
AUSD will begin the training and transition to the Common Core standards	7, 8	\$1600 (subs) Title I	2012-2013	Superintendent Administrators Curriculum Steering Committee	Agendas Minutes Sign-in sheets

6. English Learners

a. Title III Status and Title Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the space below. LEAs in Title III Year 4 are required to complete the online Action and need not address Item 6.

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.

Auburn Union School District is also in Title III Year 2. It is the goal of the Auburn Union School District to implement the Title III Plan with fidelity. The Improvement Plan Addendum is attached.

Title III Addendum Year II

Title III LEA Improvement Plan Addendum-Auburn Union School District

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

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

A. Analysis of Data and Problems Found:

Auburn Union School District has meet their targets for AMAO 1 and 2 for the years 2005-2008. The District did not meet the AMAO 1 target of 51.6% in 2009, scoring 46.5%. The District also did not meet AMAO 2 target of 30.6% in 2009 scoring 23.9%.

Over the past four years the progress toward AMAO 3 has been inconsistent. Auburn Union continually makes an effort to ensure English Learners participate in state testing in both Language Arts and in Math. The District has met its participation rate for the past four years. However, progress in achieving academic standards reflects the inconsistent progress. In 2005-2006 the target was met in math but not in ELA. In 2006-2007 both targets were met. In 2007-2008 again the target was met in math but not in ELA. In 2008-2009 neither target was met, missing the target percent by substantial amounts. In ELA only 29.5% of our English Learners scored proficient on the CST. In Math only 38.0% scored proficient. In analyzing our CELDT data, our largest group of English Learners scored on the intermediate level. Though scoring on the intermediate language level, 38% scored basic on the ELA CSTs, 32% scored below basic, and 19% scored far below basic, totaling 90% of our EL students not meeting proficiency levels in ELA. We also continue to have Early Advanced and Advanced students who are not scoring proficient on the CST. Though they are making progress they have not met their growth targets, scoring only 70% Early Advanced and 0% for Advanced. As our English Learners progress through the grades their language ability increases and they do better on the CST scores, with 65% meeting proficiency levels.

In analyzing CELDT data 44% are at the intermediate level after 5 years and only 26% are at the Early Advanced and Advanced.

Students continued to make progress but did not meet the raising level growth targets. However in 2008-2009 students did not increase proficiency levels.

In analysis of the performance of our RFEP performance on the CSTs 36% scored basic or below on the 2009 CSTs, with 64% scoring proficient and above. On the mathematical portion of the CSTs, 41% scored basic and below and 59% scored proficient and above.

Summary: From the 2005-2006 – 2007-2008, students continued to make growth in ELA even if they did not meet their targets. In 2008-2009, scores did not increase and growth targets were not met. Over the four years math scores continued to increase meeting the growth targets. In 2008-2009, math scores remained stagnant and growth targets were not met. Reading continues to be the challenge and it is apparent that our curriculum strategies and materials are not adequately addressing the needs of our English Learners. We need to target students improving in their language proficiency but who are not increasing on their CST proficiency. We need new materials that target their specific needs of increasing academic language and consistent learning strategies to help them access both the rigorous content and complex language structures of the content standards.

B. Strengths and Weaknesses of Current Plan

In observation of our programs for English Learners, with discussions of our Leadership team and the Curriculum Steering Committee, with interviews and discussion with our ELD teachers and District EL Coordinator, and with analysis of the ELSSA Survey, the strengths and weaknesses of our plan were identified.

The strengths of the LEA Plan include the following:

- There is 1.5 FTE ELD teachers housed at Rock Creek School which currently has 53% English Learners.
- Besides working with all other ELs, the ELD teacher and Bilingual Aide work with Newcomers who have been in the U.S. less than twelve months.
- Leveled ELD classes are in place at the middle school.
- Pacing guides and trimester district standards-based assessments are in place.
- Multiples measures of assessment are in place K-8 and rubrics are aligned with the standards-based report card.
- The District has an EL Coordinator, our ELD teacher, who is a CTEL instructor and well versed in EL strategies.
- Each school has an EL coordinator to help test students, complete mandated paperwork, work with parents and teachers, and hold ELAC meetings.

- A data system is in place to analyze district assessments on all sub groups; Each school has 1-2 Datawise Coordinators to help run off data and to work with teachers to create assessments. EL data can be disaggregated for teachers to use for instructional decisions.
- All teachers have been trained in Step Up to Writing K-5 which has proven to be successful in working with our English Learners.
- Bilingual aides have been placed at Rock Creek School and at EV Cain Middle School to provide extra support.
- A new standard-based math program has been adopted K-6 and for the Pre-Algebra classes.
- All District teachers have SDAIE, CLAD, or CTCL authorizations. The Board passed a Board policy requiring all teachers to have an EL Authorization.
- A Community Liaison position has been housed at Rock Creek School but is also available to support other schools with non- English speaking parents.
- All schools are embracing Professional Learning Communities (PLCs), which allows collaboration time and discussion of EL strategies to help students succeed.
- Response to Intervention has been implemented.
- Intervention programs have been developed at each school site to provide extra support.
- A Title 1 Preschool will begin August 2011 at Rock Creek to provide support for socio-economically and educationally disadvantaged preschoolers.
- A Jr. Kindergarten has been housed at Skyridge School. If enrollment materializes, a Jr. Kindergarten will be housed at Rock Creek or Auburn Elementary School.

The weakness of the LEA Plan include the following:

- Though essential standards have been developed Auburn Union is now in the process of developing essential outcomes. All schools are not consistent in their progress toward identifying outcomes, creating benchmark assessments, and discussing data in their collaborative groups.
- This is our first year in the implementation of our Professional Learning Communities (PLCs) and not all collaborative teams have used this as a tool for increasing student achievement.
- Not all grade levels and/or departments have developed their benchmark assessments.
- Not all grade levels are proficient in analyzing data, using it to provide intervention, using it to monitor progress, and to change instruction to meet the needs of the English Learners.
- Though Response to Intervention has been introduced, it is being implemented differently at each site. More emphasis needs to be placed on what can be provided in the classroom.

- Although all teachers have been taught SDAIE/ELD strategies there is no indication that they are being used consistently.
- With the District implementation of PLCs (Professional Learning Communities, RTI (Response to Intervention), and Step Up to Writing, it has been difficult to provide enough stand- alone professional development on teaching English Learners.
- There are limited resources for materials and supplies to support the growing EL program.
- An additional ELD teacher is needed at Rock Creek School, and the program needs to be expanded to other elementary schools.
- With the budget flexibility of categorical programs the CBET program has been suspended, which was a valuable program for our EL parents.
- Parent participation continues to be a challenge in our district. School sites try to increase attendance of school functions, ELAC and DLAC meetings, and to work with parents as partners in their child’s education.
- Administrators need further training on EL strategies to ensure these best practices are being used consistently.
- A new curriculum adoption is needed to maximize instruction for English Learners. However due to the budget crisis a State waiver was requested for ELA to delay purchase for a year.
- Before and after school tutoring by classroom teachers has been suspended due to the elimination of hourly funds. This tutoring program offered English Learners homework support.
- There is inconsistent monitoring and support of RFEPs with 36% scoring basic or below on the CST and multiple measure assessments.

C. Identify and Describe Factors Contributing to Failure to meet AMAO 3.

Through classroom observations, analysis of assessment data, and interviews with administrators, teachers, site EL Coordinators, and the District EL Coordinator the following factors contributing to Auburn Union’s failure to meet AMAOs, have been identified:

- 1) ELs may have remained at the Intermediate level and have not increased their proficiency level on CSTs because they have not received standards-based ELD instruction daily and SDAIE strategies are not effectively integrated in the class curriculum. Schools with fewer EL deliver ELD more randomly and students are not consistently grouped based on their CELDT levels.
- 2) The District lacks curriculum which builds on language and vocabulary for English Learners. There is a lack of structure, consistency, and time to deliver ELD instruction with these materials.

- 3) Through discussion and review of the ELSSA and the updating of the LEA Plan, it is noted that procedures are in place but are not consistently monitored to ensure all procedures are being followed. Principals lack some of the training needed to ensure effective SDAIE and ELD strategies are being used.
- 4) Meeting the long-term goals for English Learners has not been a district-wide focus. Common procedures, assessments, and materials have not been identified. Common definitions and outcomes have not been developed. Differentiated instruction and reading interventions have not been consistent and have not been monitored for effectiveness.
- 5) Teachers are given data and Datawise reports but knowledge of analysis of data and how to use it to drive instruction is not consistent throughout the district. Providing intervention is not consistent nor is it monitored on a regular basis.
- 6) There do not seem to be consistent procedures in placing identified students in ELD groups.
- 7) Though EL strategies are a priority in discussion during staff development there hasn't been in depth staff development on strategies for English Learners. Staff development for reading intervention strategies has been inconsistent. Staff development opportunities have been voluntary.
- 8) There is limited parent involvement with parents of English Learners.
- 9) Due to limited resources the Structured English Immersion program is not consistent across the District.
- 10) There is not consistent monitoring system in place to track RFEP students with 36% scoring basic or below on the ELA CSTs and 41% scoring basic and below in mathematics.

D. Conclusion

In reviewing the data and the causes that contributed to the EL students in our District not meeting their AMAO targets, Auburn Union School District needs to make the improvement of language proficiency and academic achievement of ELs a priority. We are currently piloting new materials and they need to be implemented by the next school year. We need to complete our essential outcomes and benchmark assessments to monitor progress of our English Learners. We need to coordinate training for teachers and administrators to ensure effective SDAIE/ELD strategies are consistently being taught. We need consistent programs, strategies, policies, and procedures throughout the District. We need to increase parent involvement as partners in their child's educational program.

Auburn Elementary School District October 2011 Monitoring Progress Report

Educational Activities to Improve English Proficiency and Academic Achievement	Timeline	Responsible Personnel	Funding Source	Progress Monitoring
2. Describe scientifically based research strategies to improve English-Language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))				
Objective: There will be full implementation of new standard-based intervention materials to be used with identified EL students in ELD classes.				
<ul style="list-style-type: none"> Curriculum Steering Committee will meet with piloting teachers to make a decision on the piloted intervention materials. 	Completed	Superintendent CSC members Piloting teachers Administrators	District Discretionary (subs) \$1400	ELD teachers at EV Cain STEM Charter decided against the <i>Milestone</i> materials and adopted Hampton Brown's "<i>Inside: CA Language, Literacy & Content</i>" materials.
<ul style="list-style-type: none"> Materials will be adopted; Public preview will be held; Public Meeting will be held; materials will be taken to the Board for approval. 	Completed	Superintendent Board Members	\$17,915.74	
<ul style="list-style-type: none"> Additional training will be given to ELD teachers, along with Site EL Coordinators to become "Teacher Leaders". 	2011-2011	EL Coordinator Supt Site Coordinator ELD teachers	Title III Title I, II \$500.00	All classes have complete set of materials. The adoption was finalized in Dec 2010.
<ul style="list-style-type: none"> Piloting cycle for ELA/ELD for grades K-8 will begin. Training on materials for teachers piloting will begin. As materials are piloted, programs will be evaluated partially on the strength of the ELD component for use in the regular classroom. 	Completed	Superintendent EL Coordinator ELA Committee CSC Administrators	IMF, EIA Discretionary (subs \$1000)	6-8 ELD teachers were trained by October 2010 Grades 6-8. The program was implemented and effectiveness will be monitored.
<ul style="list-style-type: none"> Curriculum Steering Committee will meet with piloting teachers to recommend pilot 	Completed	Superintendent ELA Committee	Title II, District Office	Programs have been implemented and will be

<p>program for adoption.</p> <ul style="list-style-type: none"> Materials will be adopted; Public preview will be held; Public Meeting will be held; materials will be taken to the Board for approval. ELA/ELD Materials will be implemented. All teachers will be trained on new materials to be used in ELA/ELD classrooms. Publisher representatives will be invited to introduce new materials. All staff will implement materials to support ELs in a classroom setting. Additional training will be offered throughout the year. Training needs will be assessed. 	<p>Completed</p> <p>Completed</p> <p>Completed</p> <p>Completed</p>	<p>CSC Committee</p> <p>Administrators Superintendent</p> <p>Administrators, Classroom teachers, EL Coordinator</p> <p>Superintendent EL Coordinator Principals</p> <p>Site Administrators EL Site Coordinators</p>	<p>Discretionary (subs \$1400)</p> <p>IMF funds Instructional Lottery (fund 20) \$17,915.74 \$247,329.19</p> <p>See Above</p> <p>Title I, Title II \$1000 (subs) \$6200 for adoption training (subs)</p> <p>General fund EIA \$6200 (subs)</p>	<p>monitored for its effectiveness.</p> <p>K-5 district wide training scheduled for August – November.</p> <p>K-5 district-wide grade level was held in October 2011. K-5 training was held August 15 & November 1, 2011.</p> <p>The need for additional training will be evaluated.</p>
<p>Objective: Increase the performance level of ELs in language arts through consistent use of SDAIE strategies, data-driven intervention, and consistent use of the District’s ELA/ELD materials.</p>				
<ul style="list-style-type: none"> Identify ELs at intermediate for more than 2 years and RFEP students by 	<p>Annually</p>	<p>Superintendent District EL Coordinator</p>	<p>NA</p>	<p>CELDT scores are currently being used to</p>

<p>reclassification year.</p> <ul style="list-style-type: none"> Design a report format to facilitate the progress monitoring of EL and RFEP students. Produce reports using student information system, Datawise and Aeries. Provide reports to teachers. Develop and implement a monitoring system to track progress of ELs attaining proficiency in language arts based on benchmark assessment results. Introduce and train teachers on monitoring system to monitor student progress. Review student progress. At Rock Creek and EV Cain school all ELs who are beginning or Early Intermediate will be grouped in a class or 	<p>2011-2012 Tri- Annually</p> <p>Aug 2011- Monthly</p> <p>Aug 2011- Monthly</p> <p>January 2012-on- going</p> <p>August 2012-on- going</p> <p>August- June</p> <p>January 2011- on-going</p>	<p>Site EL Coordinator</p> <p>Superintendent District EL Coordinator</p> <p>Superintendent District EL Coordinator Site Datawise Coordinators</p> <p>Administrators Site Datawise Coordinators</p> <p>Superintendent EL Coordinators Principals Teachers</p> <p>Datawise Coordinators EL Coords Administrators Teachers</p> <p>Superintendent Immersion teacher/EL Coordinator Principals, ELD teachers</p>	<p>NA</p> <p>NA</p> <p>EIA \$6000.00</p> <p>NA</p> <p>NA</p> <p>Title I, II, III EIA \$176,000</p>	<p>identify current EL levels and students.</p> <p>Completed at school site. Additional training will be offered on Datawise in Oct-Nov.</p> <p>Currently being done.</p> <p>Training with Site Coordinators will be completed after CELDT helps to identify students.</p> <p>This will be on going through PLCs.</p> <p>Currently being done</p> <p>Currently being done</p>
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<p>in a pull- out session to receive standards based ELD. These classes will be in addition to ELD classroom instruction.</p> <ul style="list-style-type: none"> When possible, at Auburn Elementary and Skyridge School, small pull- out groups will be developed for EL students to receive standards based ELD intervention. These small groups would be supplementary to ELD classroom instruction. Intermediate, Early Advanced, and Advanced students will receive daily ELD in their classroom settings. Principals will ensure that EL students are placed in classes/groups of similar CELDT levels, when possible. 	2011- 2012	Site Administrators Classroom teachers Site EL Coordinators	EIA Skyridge \$12,000 Auburn El. \$9,500	Ongoing Weekly
	On-going	Site Administrators Classroom teachers Site EL Coordinators	NA	Practices inconsistent depending on the number of students at site. More work needs to be completed in this area.
	On-going	Site Datawise Coordinators EL Coordinator Site Admin	NA	On-going daily
Objective: Develop a K-8 system to monitor ELD instructional strategies used in mainstreamed classroom and small group instruction for English Learners for site administrators to use with teachers.				
<ul style="list-style-type: none"> Develop a checklist for administrators which will be aligned with ELD standards. Align the checklist with the new intervention curriculum when adopted for administrators and teachers. 	Completed	EL Coordinator Superintendent Principals	Title III EIA (\$100 subs)	Completed
	2012-2013	Superintendent EL Coordinator Site Coordinators	Title III EIA (\$500 subs)	Completed

<ul style="list-style-type: none"> Administrators will be trained on what ELD strategies they should be observing. A Walkthrough Observation Sheet will be developed for administrators to use while observing ELD lessons. Site administrators will develop a schedule to visit classrooms to observe and monitor ELD is being taught at each site. Monthly discussions of site administrator's observation from walkthroughs will be held at Leadership meetings. A monthly ELD strategy will be discussed at a Leadership meeting and at a monthly staff meeting. Staff will be asked to utilize the strategy in their instructional program and discuss it during their PLC collaborative meeting. 	Completed	Teachers Superintendent EL Coordinator	EIA (\$100 subs)	Completed – Discussion will be on the bi-monthly agenda for the Leadership meetings.
	Completed	EL Coordinator Superintendent Site Administrator	N/A	In progress- Will be discussed at staff meetings and Leadership meetings
	January – June 2012	Superintendent Site Admin	NA	Completed- Monthly discussion during leadership meetings
	January 2012-0n going	Superintendent Site Admin	NA	On-going
	January 2012 – on-going	Superintendent EL Coordinator Site Administrator Site coordinators Classroom teachers	NA	Staff was trained on strategies for student engagement. Each grade level selected strategies to implement. Outcomes will be revisited in PLCs.

October 2010: the District met AMAO #1 and #2 targets this year. Much progress has been made for piloting, adopting, and training in the new curriculum. This quarter provides opportunities to ensure consistent implementation of program and strategies across sites. Some activities will be continuing to be implemented this next report period.

3. Describe scientifically based research strategies to improve academic achievement in reading/language arts.

Objective: All English Learners will have access to appropriate leveled RLA/ELD instruction, based on their instructional needs. Benchmark, CST, and CEDLT assessments will be used to identify appropriate level of instruction and materials to meet the academic needs of the English Learner.

<ul style="list-style-type: none"> New standards-based ELA/ELD intervention materials will be used in the ELD class at Rock Creek and in the ELD classes at the middle school. 	Completed	Superintendent EL Coordinator Principal ELD teachers	IMF funding Rock Creek \$38,138.70 EV Gain \$17,915.74	Has been implemented
<ul style="list-style-type: none"> New ELA/ELD materials will be piloted. 	Completed	Superintendent Principals EL Coordinator Curriculum Steering ELA Committee	EIA \$1400.00 subs	Completed Complete implementation August 2011
<ul style="list-style-type: none"> New ELA/ELD materials will be adopted and aligned with ELD standards. 	Completed	Superintendent Principals EL Coordinator LA Committee CSC Committee	Instructional Lottery (Fund 20) IMF \$17,915.74 \$247,329.19	Training will take place district-wide on new adoption, beginning August 2011.
<ul style="list-style-type: none"> Teachers and administrators will be trained on newly adopted ELA/ELD materials. Additional trainings will be 	Completed	Superintendent Administrators Teachers	EIA Title I, II, III \$500 subs	See above

held as needed.				
<ul style="list-style-type: none"> Review the need for additional training. 	July 2012	Site Administrators Datawise Coordinators Classroom Teachers	Staff training part of adoption \$247,329.19 IMF, Instructional lottery (Fund 20)	On going throughout the school year.
<ul style="list-style-type: none"> Benchmark assessments will be in place to monitor progress of English Learners. Frequency will be determined by student levels and site programs. 	August 2011-monthly-trimester	Superintendent Site administrators EL Coordinator Site EL Coordinators Datawise Coordinators	Title I, EIA \$1400 (subs)	Benchmark assessments currently in place. However they will be revised once new adoption is implemented. See above
<ul style="list-style-type: none"> ELD benchmark assessments will be in place for identification of intervention groups. Frequency will be determined by student levels and site programs. 	Nov., Feb., May tri-annually	Site Admin Superintendent EL Coordinators Datawise Coord Classroom teachers	NA	Done in PLCs
<ul style="list-style-type: none"> Datawise reports on assessments will be distributed to teachers to be used within their PLCs to drive instruction. 	August 2011-tri-annually	Site Administrators Superintendent Datawise Coordinators Class teachers	N/A	Currently being done.

<ul style="list-style-type: none"> • Screen and assess target group of students using the newly adopted placement tests. 	<p>Aug 2011-monthly</p>	<p>Classroom teachers</p>	<p>NA</p>	<p>Currently being at Rock Creek School using the Treasures piloted materials. Other K-5 schools will implement starting in August 2011</p>
<ul style="list-style-type: none"> • English Learners and RFEP students will be identified for interventions using DataWise results of specific assessment data. 	<p>Aug 2011-monthly</p>	<p>Site administrator EL Coordinators Datawise Coordinators Classroom teachers</p>	<p>IMF, Instructional lottery (Fund 20) ELA adoption \$247,329.19</p>	<p>Assessments currently in place but will be revised with implementation of new materials starting in August 2011.</p>
<ul style="list-style-type: none"> • Classroom Interventions will be consistently implemented and monitored for effectiveness. 	<p>August 2011 Weekly</p>	<p>Site Administrator Teachers</p>	<p>N/A</p>	<p>Currently being done through the PLC process but may be altered with the adoption of new materials.</p>
<ul style="list-style-type: none"> • PLC Collaborative groups will use data to identify needs, interventions, and instructional strategies to benefit English Learners. 	<p>August 2011- Each trimester</p>	<p>Site Administrator Datawise Coordinators PLC groups</p>	<p>NA</p>	<p>Currently being but in more depth at some schools</p>
<ul style="list-style-type: none"> • Identify and place ELs who are more than 2 years below in intensive reading intervention based on multiple measures of assessment results. 	<p>August 2011 monthly</p>	<p>Site Admin Classroom teacher Site EL Coordinator</p>	<p>N/A</p>	<p>See above</p>

<ul style="list-style-type: none"> Track and review progress of ELs placed in intensive reading intervention. Administrators will monitor full implementation of ELA/ELD materials, consistent use of SDAIE strategies and activities, and intervention programs through classroom walkthroughs. 	<p>Sept 2011- bimonthly</p> <p>Will be done through PLCs Ongoing beginning August 2011</p>	<p>Superintendent Site administrators Director</p> <p>Superintendent</p>	<p>N/A</p> <p>NA</p>	<p>More consistency will be a focus for the 2010-2012 school years.</p> <p>More consistency will be a focus for the 2010-2012 school years.</p>
<p>October 2010: The District missed the AMAO #3 target for ELA this year. The timelines were adjusted to accommodate piloting and implementing materials. The district will want to focus on implementing the new materials consistently across the sites.</p>				
<p><u>4. Describe scientifically based research strategies to improve academic achievement in mathematics.</u></p> <p>Objective: All English Learners will have access to leveled appropriate Mathematics Instruction. All English Learners will have opportunities for advanced math placement. Appropriate differential instruction will be designed to accommodate the English Language Proficiency of the English Learner.</p>				
<ul style="list-style-type: none"> New standards-based math curriculum was adopted for K-6 and pre algebra levels. New standards-based math curriculum for algebra and geometry will be adopted. 	<p>Completed</p> <p>Completed</p>	<p>Superintendent CSC Committee Site Administrators</p> <p>Superintendent CSC Committee Site Administrators Algebra/Geo math teachers</p>	<p>Instructional Lottery (Fund 20) \$129,000</p> <p>Instructional Lottery (Fund 20) \$34,318.13</p>	<p>Completed</p> <p>New algebra materials have been adopted and will be fully implemented in August 2011</p>

<ul style="list-style-type: none"> • Complete the development of mathematical benchmark assessments, K-6 and pre-algebra, which are aligned with new materials. • Complete the development of mathematic benchmark assessments, algebra and geometry, which are aligned with the new materials. • Using Datawise reports and Multiple Measures results, identify struggling English Learner and RFEP students. • Implement new interventions and monitor existing interventions for effectiveness: 	<p>Completed</p> <p>Completed</p> <p>On-going</p> <p>On-going</p>	<p>Site administrators Math teachers DataWise Coordinators</p> <p>Math teachers DataWise Coordinators Administrators</p> <p>Site administrators EL Coordinators Datawise coordinators Math teachers</p> <p>Site administrators</p>	<p>EIA \$500.00 (subs)</p> <p>EIA, Title III, \$2,000 subs</p> <p>EIA Title III, \$500 subs</p> <p>NA</p>	<p>Currently in progress</p> <p>I</p> <p>n place with current materials but will have to revised with new adoptions.</p> <p>On going</p> <p>On going</p>
<ul style="list-style-type: none"> • PLC collaborative teams will use DataWise reports, benchmark assessments, and other Multiple Measure results to identify struggling English Learners, implement interventions, and to adjust instructional strategies to meet the needs of the English Learners for math. 1. PLCs will monitor mathematical progress benchmarks to adjust 	<p>On-going</p> <p>On-going</p>	<p>Site administrators EL Coordinators Math teachers</p> <p>PLC groups Datawise</p>	<p>NA</p> <p>NA</p>	<p>On going</p> <p>Ongoing but needs more consistency between sites.</p>

<p>instruction.</p> <p>2. Administrators will monitor mathematical progress by:</p> <ul style="list-style-type: none"> ➤ Review of assessments results ➤ Observations through walkthroughs <ul style="list-style-type: none"> • Selected teachers will participate in intensive training of math instruction to support all students, including English Learners in partnership with Placer County Office of Education (PCOE), Math Matters, CSUS, and Sierra College with the Success Grant 	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>2011-2013</p>	<p>Site admins Math teachers' PLC groups Coordinators</p> <p>Site administrator</p> <p>Superintendent Participating teachers</p>	<p>NA</p> <p>NA</p> <p>Success grant \$630,000 countywide</p>	<p>Ongoing</p> <p>We currently have 10 teachers participating with the Success Grant.</p>
<p>October 2010: The District missed the AMAO #3 target for Math this year. The district is working on aligning new materials to the assessments and data system.</p>				
<p><u>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with Elementary and Secondary Education Act (ESEA) programs (ELSSA)</u></p> <p>Objective: Coordinate all professional development to focus on English Learners/and or make English Learners a focal point within other types of staff development.</p>				
<ul style="list-style-type: none"> • Develop, implement, and refine PLC Collaborative teams to discuss and meet the needs of English Learners. 	<p>Monthly</p>	<p>Superintendent Site Administrators PLC teams</p>	<p>Title I EIA \$15,000 (subs)</p>	<p>Needs more defined procedures but discussion in PLCs is on going.</p>

<ul style="list-style-type: none"> Send site teams to the Dufour and Mike Mattos trainings. 	2011-2013	Superintendent Site Administrators	Title I EIA, \$1,000 (subs)	By November 2011 all staff will have been trained with the Dufours. One team from each school has been trained with Mike Mattos. We will continue training staff.
<ul style="list-style-type: none"> Data Works EL training 	January 2011	Superintendent Site Administrator EL Coordinators	Title I EIA, , \$400 for each site (subs)	Two schools sent teams to this EL training. We will continue to send teams to local trainings.
<ul style="list-style-type: none"> Data Works training for Rock Creek staff 	2013- 2014	Rock Creek principal Rock Creek teachers	Title I EIA \$23,000	This has been put on hold with the whole school piloting a new language arts series. Also since they now have been identified as Program Improvement they are using staff development time to work with the county team.
<ul style="list-style-type: none"> Develop, implement, and refine Response to Intervention (RTI) Strategies 	January 2012- 2013	Superintendent Director Student Services CSC Committee	Title I, II EIA \$1600 subs	This is an ongoing process.
<ul style="list-style-type: none"> Continue to train new hirers K-5 with Step 	As available	Superintendent Site	Title I, EIA	We have only two new

<p>Up to Writing to support English Learners.</p> <ul style="list-style-type: none"> Implement the National Staff Development Council (NSDC) model of training teacher leaders to support instruction for English Learners. 	<p>On-going</p>	<p>administrators</p> <p>Superintendent Site Administrators Superintendent Director Student Services Site Administrators</p>	<p>\$750 per participant</p> <p>N/A</p>	<p>hires and as soon as there is a local training we will send our two new teachers.</p> <p>We are still embracing this model. Our ELD teacher provided the administrator's training. We are looking for additional training for our staff "teacher leaders".</p>
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Objective: Coordinate district-wide professional development to focus on effective instructional strategies for English Learners.

<ul style="list-style-type: none"> Develop professional development schedule for opportunities for teacher participation in training on instructional strategies to use with ELs: early release days, staff development days, release time, district classes, County staff development opportunities. 	<p>2011-2013</p>	<p>Superintendent Site administrators EL Coordinator/ELD teacher</p>	<p>Title I, II, III EIA, grants \$100 per participant per sub</p>	<p>We are trying to participate in local trainings. This will be on going. District-wide staff development day will be January 4th</p>
<ul style="list-style-type: none"> Provide on-going professional development in reading/language arts with a focus on vocabulary development, comprehension strategies, and writing applications. 	<p>2011-2013</p>	<p>Superintendent Site Administrators EL Coordinator</p>	<p>Title I, II, III EIA, grants \$5000 (subs)</p>	<p>Not consistently done</p>
<ul style="list-style-type: none"> Provide on-going professional development in SDAIE strategies during 	<p>2011-2013</p>	<p>Superintendent Site Administrators</p>	<p>Title I, II, III EIA, grants</p>	<p>Not consistently done</p>

<p>the delivery of reading/language arts instruction.</p> <ul style="list-style-type: none"> • Provide research-based ELD methodologies and strategies. • Provide support and discussion opportunities related to the use of SDAIE strategies during PLCs, grade level meetings, staff meetings, departmental meetings, Curriculum Steering Committee meetings, and Leadership meetings. 	<p>2011-2013</p> <p>January 2011-On-going</p>	<p>EL Coordinator</p> <p>Superintendent Site Administrator EL Coordinator</p> <p>Superintendent Administrators PLC teams Curriculum committees Site Coordinators</p>	<p>\$1000</p> <p>Title I, II, III EIA, grants \$1000</p> <p>District Office Instructional discretionary fund (subs) \$1600</p>	<p>Not consistently done</p> <p>Not consistently done at all school sites.</p>
<p>October 2010: The District reports that it has not been able to consistently implement the steps in the plan for professional development. Some training is planned for January 2011.</p>				
<p>6. <u>Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</u></p> <p>Objective: To increase EL parent participation in school activities to ensure parent-school partnership with their student's academic program.</p>				
<ul style="list-style-type: none"> • Provide timely information and offer training to parents and community on student achievement, academic expectations, accountability requirements, support services, and intervention programs. • Develop and revise district and site parent involvement policies with input and discussion through the following 	<p>2011-on-going</p> <p>2011 annually</p>	<p>Site Administrator EL Coordinator Site EL Coordinator Site administrator</p> <p>Superintendent Site administrator</p>	<p>EIA Title I, II \$5500</p> <p>DO Instructional discretionary Funds (subs)</p>	<p>This is done differently at all school sites. Needs consistent procedures.</p> <p>On going</p>

<p>committees:</p> <ol style="list-style-type: none"> 1. Leadership 2. Site Councils 3. DELAC and ELAC 4. Parent Leaders 5. District Advisory Committee 6. Superintendent's Council <ul style="list-style-type: none"> • Increase ELAC and DLAC attendance and participation. <ol style="list-style-type: none"> 1. Survey parents on strategies to increase parent participation. 2. Use Alert Now, parent notification system, to remind parents of meetings and events. 3. Offer oral and written translation in Spanish to promote parent involvement: Newsletters, SARCs, Letters, Translating at conferences and IEPs, site and district communication, phone calls. • Train administrators and EL coordinators on effective parent involvement strategies during Leadership and staff meetings. • Inform all school/community stakeholders of AUSD Strategic Plan 	<p>Time of event</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Annually</p> <p>Quarterly</p>	<p>Site administrator District EL Coordinator Site EL Coordinator Superintendent</p> <p>Site Administrators Superintendent</p> <p>Site Administrators Community Liaison aide, Bilingual staff Superintendent Asst. Supt., Site/DO secretaries</p> <p>Superintendent Site administrators</p> <p>Superintendent</p>	<p>\$600</p> <p>Title I, Site discretionary funds General purpose funds \$100</p> <p>Title I, General purpose funds \$9000</p> <p>Title I, EIA \$100 sub</p> <p>NA</p>	<p>Still having difficulty getting parents involved. No parents attended first DAC meeting.</p> <p>On going for both District and Site level.</p> <p>On going. All Rock Creek and District parent communication is also in Spanish.</p> <p>This is ongoing but may need to increase with frequency.</p> <p>Ongoing but needs</p>
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<p>through Site Councils, ELAC/DLAC, Parent Leader's, Budget Committee, Leadership team, Curriculum Steering Committee, District Advisory Committee (DAC), Superintendent's Council.</p> <ul style="list-style-type: none"> • Provide opportunities for parents to participate in decision-making committees such as Parent Leader's, Site Council, DAC, Technology Committee, Budget Committee (BAC), and DELAC/ELAC meetings. • Conduct annual parent surveys and use gathered information to improve instructional program and school environment. Involve all District committees, including DELAC/ELAC to maximize parent participation. • With the suspension of CBET funds, offer Adult Ed classes and/or parent education nights to meet the needs of the parents of EL students. • To provide parents with strategies to work with their student at home, present information and training through Parent Education Nights and DELAC/ELAC meetings. 	<p>When meeting are scheduled</p> <p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Site Administrators</p> <p>Superintendent Assistant Superintendent Site Administrators</p> <p>Site Administrators SSC</p> <p>Site administrators Superintendent EL Coordinator</p> <p>Site Administrator EL Coordinator Superintendent Boys & Girls Club Superintendent Site Administrators</p>	<p>NA</p> <p>N/A</p> <p>Title I Site funds \$500</p> <p>Title I Site discretionary funds \$500</p>	<p>more consistency between sites.</p> <p>Ongoing but needs more consistency between sites.</p> <p>Ongoing but needs more consistency between sites.</p> <p>We are working with the Latino Council and Kidzfirst to provide more of these resources. We have a successful pilot program at EV Cain STEM Charter working in partnership with the Parent Institute.</p>
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<ul style="list-style-type: none"> To ensure equity access to internet to access grade and school information, work in partnership with Rock Creek School and the Boys & Girls Club to have computer lab access for students and parents in an after school setting. 	On-going	Superintendent Site Administrators Community Liaison aide EL Coordinator	Community partnership Title I, EIA Site Discretionary funds \$3000	See above. We have also included a representative from the Boys & Girl’s Club to also attend our Parent Leader’s meeting.
<ul style="list-style-type: none"> Increase communication on school programs and activities with translations of Newsletters, letters, phone parent notifications in Spanish, where required. 	On-going	Superintendent Site Administrators Community Liaison aide EL Coordinator	Grants Title I Community partnership General fund \$3000	We are researching funding sources and also working in partnership with our County Office of Education.
<ul style="list-style-type: none"> Maintain Community Liaison position at Rock Creek School while supporting district-wide EL families. 	On-going	Superintendent Homeless coordinator	Title I EIA \$38,000	This is ongoing
<ul style="list-style-type: none"> Maintain Homeless Coordinator to support the needs of EL families in homeless situations. 	On-going	Site Administrators EL Coordinator Superintendent	Title I EIA, ARRA, \$16,000	This is ongoing
<ul style="list-style-type: none"> Maintain Title I Counselor to support the needs of EL families. 	On-going		Title I \$64,000	This is ongoing

				Due to the required set aside of Program Improvement, the number of days have been reduced but this is on going.
October 2010: The District reports that while it is difficult to implement some activities, others are regularly implemented as planned.				
<u>7. If applicable, identify any changes to the Title III Immigrant Education Program.</u>				
Objective: To increase language proficiency, to make student-school and home-to-school connections with all students new to school/country.				
<ul style="list-style-type: none"> • Newcomers at Rock Creek School will be supported in the ELD program. • Newcomers at EV Cain will be placed in the appropriate level ELD class. • Newcomers at all other elementary schools will be enrolled in the language/grade level appropriate classroom/groups. • All mandated and needed assessments will be completed. 	<p>On-going as students enroll</p> <p>Upon enrollment-on-going</p> <p>Upon enrollment-on-going</p> <p>Upon enrollment on-going</p>	<p>EL Coordinator Site Coordinator Site Administrator</p> <p>EL Coordinator Site EL Coordinator Bilingual aide</p> <p>Site EL Coordinator Site Administrator Classroom teacher</p>	<p>Title I, EIA \$89,000 \$30,000 each at 2 sites</p> <p>N/A</p> <p>N/A</p>	<p>On going</p> <p>This is not completed since assessments will need to be revised with the implementation of the new language arts materials and the new</p>

<ul style="list-style-type: none"> • Student will be placed in needed interventions with ELD teacher and bilingual aide support, as available. Interventions will be determined by student level and site-based programs. • Home-school communication will be in place. 	<p>Upon enrollment on-going</p> <p>Upon enrollment on-going</p>	<p>Community liaison Classroom teacher Site EL Coordinator</p> <p>EL Coordinator Site Administrator</p>	<p>N/A</p> <p>Title I, EIA General purpose funds \$9000</p>	<p>Common Core Standards,</p> <p>On going</p> <p>On going</p>
<p>October 2010: The District reports that the regular activities are occurring as planned. Some adjustments will need to be made to align the initial assessments with the district’s new tests as they are developed.</p>				

7. Incorporate, as appropriate, activities before school, after school, during the summer and during an extension of the school year.

Describe those activities and how you will incorporate them.

<p>Auburn Union School District has not met their AYP targets with subgroups of English Learners, Hispanic, Socio-economically disadvantaged, and Students with Disabilities. Increased intervention support through extension of the student’s learning time is needed.</p> <p>Determination of why prior plan did not work is that strategies and materials are not meeting the needs of the current student populations. Increased intervention is needed to work with the current student population and their access to tutoring time, support, and technology.</p> <p>Planned Improvement Action:</p>					
<p>Goals</p>	<p>EPC</p>	<p>Proposed Expenditures/ Funding Source</p>	<p>Timeline</p>	<p>Person responsible for monitoring action</p>	<p>Evidence of Implementation</p>

<p>AUSD will offer extended intervention time before, after, and during school time.</p> <ul style="list-style-type: none"> Title I K-5 school offers before school intervention two days per week. This school also has a Boys & Girls Club on campus where after school tutoring and “Power Hour” is done daily for homework support. The Middle School has teachers and intervention aides providing after school tutoring. Sixth grade classes provide intervention 2 days a week. ZAP (Zeros are not permitted) is offered daily through lunch periods). This school also has a Boys & Girls Club on their campus which has a daily “Power Hour” of homework support. ALCs (Alternative Learning Class) is offered at two schools to provide opportunities during the day for students needing extra support. 		<p>Charter/ EIA Title I</p> <p>\$57,000</p> <p>\$25.00 per hour for scheduled interventions</p>	<p>2011-2012</p>	<p>Superintendent Administrators Teachers Boys & Girls Club staff</p>	<p>Sign in sheets</p>
<p>Due to transportation constraints, not all students can access after school tutoring, nor do they have access to online tutoring. Therefore additional tutoring</p>		<p>\$6,000</p> <p>Title I EIA</p>	<p>2011-2012</p>	<p>Superintendent Administrators Computer Tech Teachers</p>	<p>Sign In Sheets</p>

<p>sessions have been created at neighborhood schools.</p> <ul style="list-style-type: none"> • Middle school students may meet with an Intervention aide 3 times a week at an elementary school in their neighborhood for tutoring and homework support. • In order for all students to have access to technology, Internet, on line tutoring websites, a neighborhood elementary school will open their computer lab for 90 minutes two times a week. The lab will be staffed with a computer tech to help students use the computer lab for academic support. 		<p>Charter/EIA/ Title I</p> <p>\$30,000</p> <p>Title I \$10,000 EIA Charter EIA in lieu</p>			
<p>AUSD realizes the value of extending the school year to maximize student learning (summer school). However due to budget constraints both the intervention summer school and the targeted literacy camps K-2 have been discontinued until summer school funds are once again available. Currently the following summer intervention programs are offered:</p> <ul style="list-style-type: none"> • Extended year for special education students per their IEP 		<p>31,600 Special ed/ unrestricted Charter/EIA</p> <p>\$1300.00 MOU with PCOE</p>	<p>2011-2012</p>	<p>Superintendent Administrators Special Ed Director Teachers PCOE staff</p>	<p>Master Schedule Class Attendance</p>

<ul style="list-style-type: none"> • Ten days intervention for all students not meeting 8th grade graduation requirements. • Ten day intervention for middle school Better to Best (AVID model) <p>Students, which include English learners. (This program is a partnership with PCOE)</p>		<p>\$1000 Charter EIA in lieu</p> <p>EIA \$1500</p>			
<p>AUSD realizes the value of extending the learning time by developing preschools to better prepare students for school and to meet all state requirements.</p> <ul style="list-style-type: none"> • We current have a Special Day Class and Language Intensive Preschool classes. • We have developed additional preschool classes. One is a blended model with both general ed and special education students. This program is housed with our special education preschool at Alta Vista. <p>A second preschool began August 17, 2011 at our Title I school. Sessions will run</p>		<p>Will be on-going</p> <p>Sp Ed \$85,000</p> <p>Gen Fund/SP Ed \$30,000</p> <p>Title 1 \$35,000</p>	<p>2011-2013</p> <p>2011-2012</p>	<p>Superintendent Administrators Special Ed Director Preschool teachers and support staff Preschool coordinator</p> <p>Superintendent Director of Sp Ed & Student Services Preschool</p>	<p>Schedules Class Rosters Student Attendance</p>

<p>throughout the year and will be aligned to support our socio-economically and educationally disadvantaged students. An afternoon program may also be created next year.</p> <ul style="list-style-type: none"> • We work in partnership with Head Start Kids Count and their 0-3 and preschool program. • We work in partnership with Sierra College and Placer County Office of Education to run State preschools on our campus. 				<p>coordinator Title 1 administrator</p>	
<p>AUSD realizes the value of extending the learning time for student not developmentally ready for kindergarten by offering a Jr. Kindergarten program</p> <p>A second Jr. Kindergarten has been created in North Auburn.</p> <p>Transitional TK will be integrated with the Jr. K. Enrollment will be monitored to determine the need for a third class.</p>		<p>\$64,000 Gen Fund/Title I</p> <p>\$60,000 Gen Fund/Title I</p>	<p>2010-Ongoing</p> <p>2011-Ongoing</p>	<p>Superintendent Administrators Kindergarten teachers Jr. K staff</p> <p>Superintendent Administrators Jr. K staff</p>	<p>Schedules Student Attendance Enrollment Information</p>

8. Include strategies to promote effective parent involvement in the school.

Auburn Union School District has not met their AYP targets with subgroups of English Learners, Hispanic, Socio-economically disadvantaged, and Students with Disabilities. It is our belief that with our changing student population we have to do more outreach to promote effective parent involvement

Determination of why prior plan did not work is that with our changing student population more outreach for parents as partners is needed to increase parent involvement.

Planned Improvement Action:

Goals	EPC	Proposed Expenditures/ Funding Source	Timeline	Person responsible for monitoring action	Evidence of Implementation
AUSD will annually review its policy on parent involvement and will continue to have Parent Involvement as a goal in the Strategic Plan.		No additional costs	2011-2012	Superintendent Board of Trustees	Board Policy Board Meeting Agendas and Minutes CSC Meetings Site Councils DAC meetings
AUSD will reach out to the parents of our English learners to help them become more involved in the child's education by hiring a bi-lingual Community Liaison aide.		\$30,000 Title I EIA	On-going	Superintendent Administrator Community Liaison aide	Position control Salary Schedule Job Description
AUSD realizes the importance of communication and uses the following methods of communication: <ul style="list-style-type: none"> • Weekly site newsletters • Quarterly district newsletter • Site/District websites • Teacher websites • PTC Newsletters • Auburn Education Foundation Newsletter/website • Phone notification system for events and		\$6,000 Unrestricted	On-going	Superintendent Administrators Support Staff Teachers PTC Officers AEF Board Webmasters	Newsletters Websites Parent phone notification documentation

in case of emergencies					
<p>AUSD, working in partnership with Placer County Office of Education, Latino Council, Placer High School District's Adult Education Department, Kidzfirst, First Five and other county agencies will provide parent education classes:</p> <ul style="list-style-type: none"> • Parent Institute Parenting classes • Incredible Years Parenting classes • Learning English • Learning skills for seeking employment • Working toward citizenship 		<p>\$ 3,0000</p> <p>Title I EIA Grants Community donations</p>	2010-2013	<p>Superintendent Administrators PCOE staff PHSD Ad Ed staff</p>	<p>Class registration Sign- in sheets</p>
<p>AUSD understands the value of welcoming parents to school and is creating a Parent Resource room at their Title I school. The room will be utilized for parent education, information coffees, parent meetings, and other parent activities.</p>		<p>\$1,000 Title I</p>	2011	<p>Superintendent Administrator Community Liaison Aide</p>	<p>Schedules Sign -in sheets</p>
<p>AUSD promotes parent involvement in both site-based and district-level decision-making committees with parent participation in the following committees:</p> <ul style="list-style-type: none"> • Site Council • Parent Teacher Clubs 		No additional costs	On-going	<p>Superintendent Assistant Superintendent Administrators</p>	<p>Agendas Meeting Minutes</p>

<ul style="list-style-type: none"> • District Advisory Committee- DAC • Curriculum Steering Committee- CSC • Technology Committee • Parent Leaders (Monthly) • Budget Meeting • ELAC/DLAC 					
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The Auburn Union School District obtains technical assistance from the Placer County Office of Education (PCOE) as our Program Improvement oversight agency. PCOE staff members have provided technical assistance to Rock Creek School, our Title I school identified as Program Improvement Year 2. PCOE staff members have provided training, guidance, and assessments as our school starts the process of revising their Single Plan, implementing new strategies and instructional materials, and restructuring the intervention programs.

At the district level, PCOE staff have been instrumental in providing staff development in all areas listed in our LEA Addendum, especially in the areas of becoming a collaborative/professional learning environment, RTI, training for special education staff, and training on best strategies when working with high priority students. Administrators have participated in a variety of opportunities for collaboration and training.

The Auburn Union School District works in collaboration with many agencies within Placer County to support academic achievement, behavior, and wellness for Auburn Union students.

- Alternative Education- PCOE
- CARE- PCOE partnership for students in grades 6-8
- Homeschool collaboration with neighboring districts
- Special education PCOE/ Smaller foothill districts
- PBIS- Positive Behavior Intervention System – partnership with PCOE
- BEST- Building Effective Schools Together- SELPA
- Early Mental Health Initiative (EMHI) – collaboration with state and county agencies
- Head Start collaboration
- State Preschool collaboration with PCOE and Sierra College
- Placer County SELPA collaboration
- First Five collaboration

- SMART System of Care Collaboration
- Curriculum and Instruction/BTSA- Placer County collaboration
- AUSD works in collaboration with Newcastle, Colfax, Placer Hills, Ackerman, Alta Dutch Flat, and Foresthill districts
- AUSD works in collaboration with Placer High School District
- AUSD works in collaboration with the Boys and Girls' Club
- AUSD works in collaboration with Auburn Recreations District and Auburn Youth Soccer
- Success Math Grant- Partnership with PCOE

Auburn Union School District is fortunate to have the partnerships within a collaborative county.