

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 scored below, and 19% scored far below basic, totaling 90% 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:

- A full time ELD teacher is 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 CTTEL 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 CTEL 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.

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, use 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 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 students 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 does 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.

Educational Activities to Improve English Proficiency and Academic Achievement	Responsible Personnel	Timeline	Funding Source
<p><u>2. Describe scientifically based research strategies to improve English-Language Development (ELD).</u> (AMAOs 1 and 2; English Learner Subgroup Self Assessment (ELSSA))</p> <p>Objective: There will be full implementation of new standard-based intervention materials to be used with identified EL students in ELD classes.</p>			

<ul style="list-style-type: none"> Curriculum Steering Committee will meet with piloting teachers to make a decision on the piloted intervention materials. Materials will be adopted; Public preview will be held; Public Meeting will be held; materials will be taken to the Board for approval. Additional training will be given to ELD teachers, along with Site EL Coordinators to become “Teacher Leaders”. 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. Curriculum Steering Committee will meet with piloting teachers to recommend pilot program for adoption. 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. 	February 2010	Superintendent CSC members Piloting teachers Administrators	District Discretionary (subs)
	March 2010	Superintendent Board Members	State Instructional Materials Funding
	August 2010	EL Coordinator Superintendent Site Coordinators ELD teachers	Title III Title I, II
	August 2010- January 2011	Superintendent EL Coordinator Language Arts Committee Curriculum Steering Committee	Instructional Materials EIA Discretionary (subs)
	March 2011	Superintendent ELA Committee CSC Committee Administrators	District Office Discretionary (subs)
	April 2011	Superintendent	NA
	August 2011	Administrators, Classroom teachers, EL Coordinators,	Instructional Materials funding

<ul style="list-style-type: none"> 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>August 2011</p> <p>Monthly</p>	<p>Superintendent EL Coordinator Principals</p> <p>Site Administrators EL Site Coordinators</p>	<p>Title I General fund EIA</p> <p>NA</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 reclassification year. 	<p>May 2010- May 2011 Annually</p>	<p>Superintendent District EL Coordinator Site EL Coordinator</p>	<p>NA</p>
<ul style="list-style-type: none"> Design a report format to facilitate the progress monitoring of EL and RFEP students. 	<p>March 2010</p>	<p>Superintendent District EL Coordinator</p>	<p>NA</p>
<ul style="list-style-type: none"> Produce reports using student information systems, DataWise and Aeries. 	<p>October, February, May Tri-Annually</p>	<p>Superintendent District EL Coordinator Site DataWise Coordinators</p>	<p>NA</p>
<ul style="list-style-type: none"> Provide reports to teachers. 	<p>Oct., Feb., May Tri-annually</p>	<p>Administrators Site DataWise Coordinators</p>	<p>NA</p>

<ul style="list-style-type: none"> • 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 in a pull out session to receive standards based ELD. These classes will be additional to ELD classroom instruction. • 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. 	<p>May 2010-Implement August 2010-Monthly</p> <p>August 2010-Monthly</p> <p>August 2010-Monthly</p> <p>January 2010-on-going</p> <p>August 2010-on-going</p> <p>January 2010-on-going</p>	<p>Superintendent EL Coordinators Principals Teachers</p> <p>DataWise Coordinators EL Coordinators Administrators Teachers</p> <p>EI Coordinators Administrators Teachers</p> <p>Superintendent Immersion teacher/EL Coordinator Principals, ELD teachers</p> <p>Site Administrators Classroom teachers Site EL Coordinators</p> <p>Site Administrators Classroom teachers Site EL Coordinators</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>Title I, EIA</p> <p>EIA Grants</p> <p>NA</p>
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<ul style="list-style-type: none"> Principals will ensure that EL students are placed in classes/groups of similar CELDT levels, when possible. <p>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.</p> <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. 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. 	<p>March 2010-on-going</p> <p>February – March 2010</p> <p>March 2010</p> <p>January-February 2010</p> <p>February 2010 - on-going</p> <p>March 2010-on-going</p> <p>January 2010-monthly</p>	<p>Site DataWise Coordinators El Coordinators Site administrator</p> <p>EL Coordinator Superintendent Principals</p> <p>Superintendent EL Coordinator Site Coordinators Teachers</p> <p>Superintendent EL Coordinator</p> <p>EL Coordinator Superintendent Site Administrators</p> <p>Superintendent Site administrators</p> <p>Superintendent Site administrators</p>	<p>NA</p> <p>Title III EIA</p> <p>NA</p> <p>EIA</p> <p>NA</p> <p>NA</p> <p>NA</p>
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<ul style="list-style-type: none"> 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. 	February 2010- May 2011 monthly	Superintendent EL Coordinator Site administrators Site coordinators Classroom teachers	NA
<u>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts.</u>			
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. 	Sept 2009-pilot Fully adopted March 2010	Superintendent EL Coordinator Principal ELD teachers	Instructional Materials funding
<ul style="list-style-type: none"> New ELA/ELD materials will be piloted. 	August 2010- June 2011	Superintendent Principals EL Coordinator CSC Committee LA Committee	NA
<ul style="list-style-type: none"> New ELA/ELD materials will be adopted and aligned with ELD standards. 	August 2011 (Waiver in place)	Superintendent Principals EL Coordinator LA Committee CSC Committee	Instructional Materials funding

<ul style="list-style-type: none"> Teachers and administrators will be trained on newly adopted ELA/ELD materials. Additional trainings will be held as needed. Review the need for additional training. Benchmark assessments will be in place to monitor progress of English Learners. Frequency will be determined by student levels and site programs. ELD benchmark assessments will be in place for identification of intervention groups. Frequency will be determined by student levels and site programs. DataWise reports on assessments will be distributed to teachers to be used within their PLCs to drive instruction. Screen and assess target group of students using the newly adopted placement tests. 	<p>August 2011- June 2012</p> <p>August 2011- Monthly</p> <p>August 2010- monthly- trimester</p> <p>August 2010- monthly- trimester</p> <p>Oct., Feb., May 2010 tri-annually</p> <p>August 2010- trimester</p>	<p>Superintendent Administrators Teachers</p> <p>Site Administrators DataWise Coordinators Classroom Teachers</p> <p>Superintendent Site administrators EL Coordinator Site EL Coordinators DATAWise Coordinators</p> <p>Site Administrators Superintendent EL Coordinators DataWise Coordinators Classroom teachers</p> <p>Site Administrators Superintendent DataWise Coordinators Class teachers</p> <p>Classroom teachers</p>	<p>EIA, Title I</p> <p>EIA Title I</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p>
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<ul style="list-style-type: none"> English Learners and RFEP students will be identified for interventions using DATAWise results of specific assessment data. Classroom Interventions will be consistently implemented and monitored for effectiveness. PLC Collaborative groups will use data to identify needs, interventions, and instructional strategies to benefit English Learners. Identify and place ELs who are more than 2 years below in intensive reading intervention based on multiple measures of assessment results. 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>February 2010-monthly</p> <p>February 2010-monthly</p> <p>February 2010-Weekly</p> <p>August 2010-Each trimester</p> <p>August 2010 monthly</p> <p>September 2011-bimonthly</p>	<p>Site administrator EL Coordinators DataWise Coordinators Classroom teachers</p> <p>Site Administrator Teachers</p> <p>Site Administrator DataWise Coordinators PLC groups</p> <p>Site Administrator Classroom teacher Site EL Coordinator</p> <p>Site Administrator Teacher Site Coordinator</p> <p>- Superintendent Site administrators Director</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>NA</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</p>			

<p>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. • 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>August 2009- June 2010</p> <p>August 2010- June 2011</p> <p>August 2009- August 2010</p> <p>August 2010- August 2011</p> <p>February 2010</p> <p>February 2010</p>	<p>Superintendent CSC Committee Site Administrators</p> <p>Superintendent CSC Committee Site Administrators Algebra/Geometry math teachers</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 EL Coordinators Math teachers</p>	<p>Instructional materials funding</p> <p>Instructional materials funding</p> <p>EIA</p> <p>EIA</p> <p>NA</p> <p>NA</p>
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<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. <ol style="list-style-type: none"> 1. PLCs will monitor mathematical progress benchmarks to adjust instruction. 2. Administrators will monitor mathematical progress by: <ul style="list-style-type: none"> ➤ Review of assessments results ➤ Observations through walkthroughs • 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>August 2010- each trimester</p> <p>February 2010- weekly</p> <p>February 2010- Trimester</p> <p>February 2010- monthly</p> <p>June 2010- August 2013</p>	<p>Site administrators Math teachers' PLC group</p> <p>PLC groups DataWise Coordinators</p> <p>Site administrator</p> <p>Site administrator</p> <p>Superintendent Participating teachers</p>	<p>NA</p> <p>NA</p> <p>NA</p> <p>NA</p> <p>Success grant</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. • Send site teams to the Dufour and Mike Mattos trainings. • Data Works EL training • Data Works training for Rock Creek staff • Develop, implement, and refine Response to Intervention (RTI) Strategies • Continue to train new hirers K-5 with Step Up to Writing to support English Learners. • Implement the National Staff Development Council (NSDC) model of training teacher leaders to support instruction for English Learners. <p>Objective: Coordinate district-wide professional development to focus on effective instructional strategies for English Learners.</p> <ul style="list-style-type: none"> • Develop professional development schedule for opportunities for 	<p>Jan-April 2010 weekly</p> <p>January 2010 annually</p> <p>January 2010</p> <p>Aug. 2010-Jan. 2011</p> <p>Feb. 2010-Aug. 2011</p> <p>Annually-date determined by County training schedule</p> <p>January 2010- June 2011</p> <p>January 2010-</p>	<p>Superintendent Site Administrators PLC teams</p> <p>Superintendent Site Administrators</p> <p>Superintendent Site Administrator EL Coordinators</p> <p>Rock Creek principal Rock Creek teachers</p> <p>Superintendent Director Student Services CSC Committee</p> <p>Superintendent Site administrators</p> <p>Superintendent Site Administrators Superintendent Director Student Services Site Administrators</p> <p>Superintendent Site administrators</p>	<p>Title I EIA</p> <p>Title I EIA</p> <p>Title I EIA</p> <p>Title I EIA</p> <p>Title I, EIA</p> <p>Title I, EIA</p> <p>Title I, II, EIA</p> <p>Title I, EIA, grants</p>
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<p>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> <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. • Provide on-going professional development in SDAIE strategies during the delivery of reading/language arts instruction. • 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>June 2011</p> <p>January 2010- June 2011</p> <p>January 2010- June 2011</p> <p>January 2010- June 2011</p> <p>January 2010- monthly</p>	<p>EL Coordinator/ELD teacher</p> <p>Superintendent Site Administrators EL Coordinator</p> <p>Superintendent Site Administrators EL Coordinator</p> <p>Superintendent Site Administrator EL Coordinator</p> <p>Superintendent Administrators PLC teams Curriculum committees Site Coordinators</p>	<p>Title I, EIA, grants</p> <p>Title I, EIA, grants</p> <p>Title I, EIA, grants</p> <p>District Office Instructional discretionary fund (subs)</p>
<p><u>6. 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. 	<p>January 2010- monthly</p>	<p>Site Administrator El Coordinator Site EL Coordinator Site administrator</p>	<p>EIA Title I</p>

<ul style="list-style-type: none"> • Develop and revise district and site parent involvement policies with input and discussion through the following committees: <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 	<p>April 2010- Annually</p>	<p>Superintendent Site administrator</p>	<p>DO Instructional discretionary Funds (subs)</p>
<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. 	<p>March 2010- annually</p> <p>Time of event</p> <p>On-going</p>	<p>Site administrator District EL Coordinator Site EL Coordinator Superintendent</p> <p>Site Administrators Community Liaison aide, Bilingual staff Superintendent Assistant Superintendent, Site/DO secretaries</p>	<p>Title I, Site discretionary funds General purpose funds</p> <p>Title I, General purpose funds</p>
<ul style="list-style-type: none"> • Train administrators and EL coordinators on effective parent involvement strategies during Leadership and staff meetings. 	<p>March 2010- annually</p>	<p>Superintendent Site administrators</p>	<p>Title I, EIA</p>
<ul style="list-style-type: none"> • Inform all school/community stakeholders of AUSD Strategic Plan 	<p>February-April annually</p>	<p>Superintendent Site Administrators</p>	<p>NA</p>

<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. • 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 	<p>Monthly</p> <p>April-annually</p> <p>March 2010- quarterly</p> <p>March 2010- quarterly</p> <p>August 2010- weekly</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</p> <p>Boys & Girls Club Superintendent Site Administrators</p>	<p>NA</p> <p>NA</p> <p>Title I Site discretionary funds</p> <p>Title I Site discretionary funds</p> <p>Community partnerships Title I, EIA Site</p>
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<p>after school setting.</p> <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. • Maintain Community Liaison position at Rock Creek School while supporting district-wide EL families. • Maintain Homeless Coordinator to support the needs of EL families in homeless situations. • Maintain Title I Counselor to support the needs of EL families. 	<p>August 2009- as activities are scheduled</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Superintendent Site Administrators Community Liaison aide EL Coordinator</p> <p>Community liaison aide Site Administrators EL Coordinator Superintendent</p> <p>Homeless coordinator Superintendent</p> <p>Title I Counselor Site Administrator EL Coordinator Superintendent</p>	<p>Discretionary funds</p> <p>Grants Title I Community partnership General fund</p> <p>Title I EIA</p> <p>Title I EIA</p> <p>Title I</p>
<p><u>7. If applicable, identify any changes to the Title III Immigrant Education Program.</u></p> <p>Objective: To increase language proficiency, to make student-school and home-to-school connections with all students new to school/country.</p> <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. 	<p>On-going as students enroll</p>	<p>EL Coordinator Site Coordinator Site Administrator</p>	<p>Title I, EIA</p>

<ul style="list-style-type: none"> • 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. • 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>Upon enrollment on-going</p>	<p>EL Coordinator Site EL Coordinator Bilingual aide</p> <p>Site El Coordinator Site Administrator Classroom teacher</p> <p>Community liaison Classroom teacher Site EL Coordinator EL Coordinator Site Administrator</p>	<p>EIA</p> <p>Title I, EIA</p> <p>Title I, EIA General purpose funds</p>
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