

District Name: Calexico Unified

CD Code: 13 - 63099

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

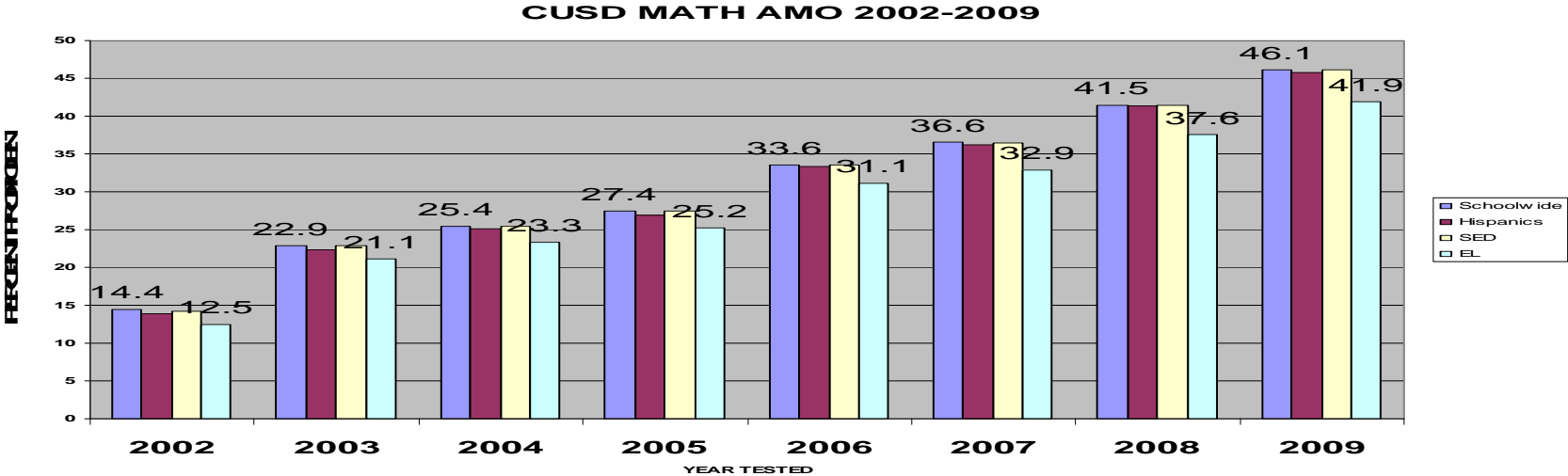
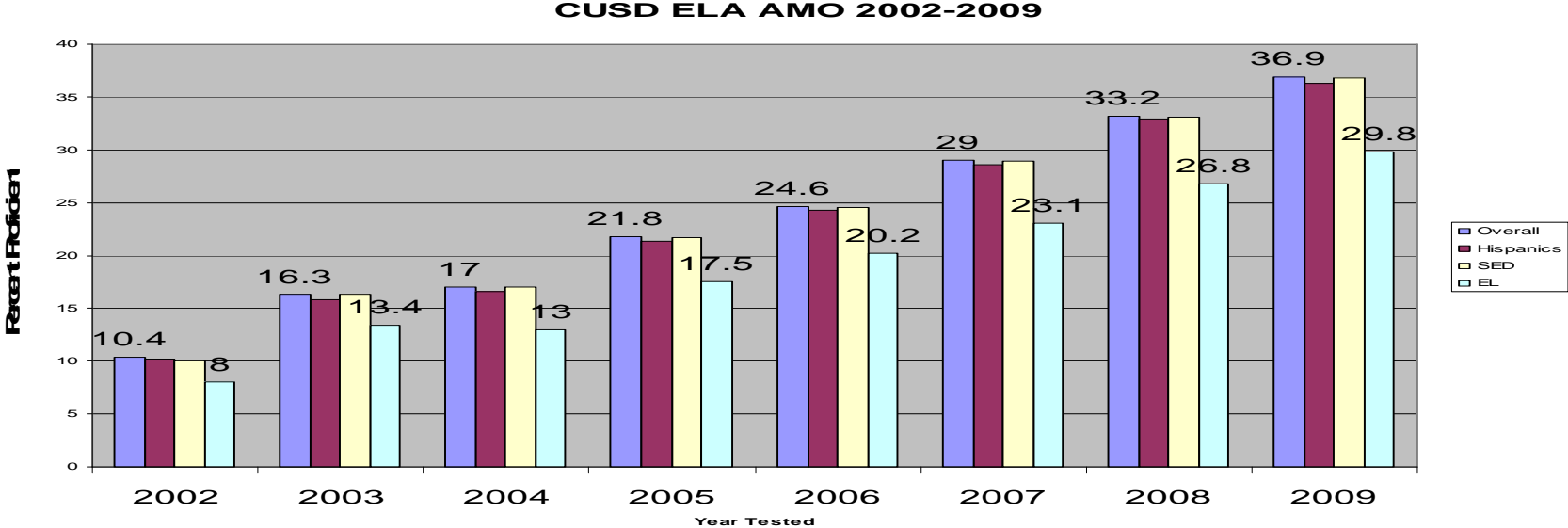
The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

*The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than January 15, 2010**, is required to:*

1. Address the fundamental teaching and learning needs in the schools of that 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.

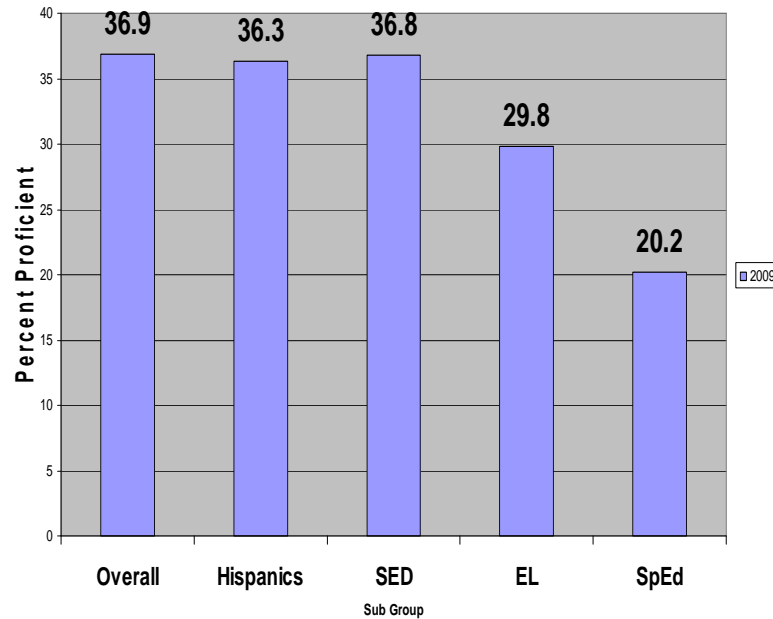
Calexico Unified School District is currently implementing five interrelated plans that individually describe different dimensions of a single major District initiative to improve student achievement and collectively serve as the blueprint for a cohesive system-wide reform that encompasses curriculum, instruction, assessment, leadership and professional development, supplemental support, and parent involvement. The current LEA Plan, the Title III Addendum (January 2007), The Equitable Distribution of Effective Educators plan (2008) the Title III Action Plan (2009) and the CUSD Strategic Plan (June 2009) are all in the process of being implemented, with modifications and adjustments made as needed. The district and its schools have made consistent progress in improving student achievement, as measured by state and federal assessment and accountability programs (please see charts below), indicating that our plans and strategies have been working; however, desired results have not been achieved as quickly as necessary to meet federal targets, and the district has entered Year One of Program Improvement.



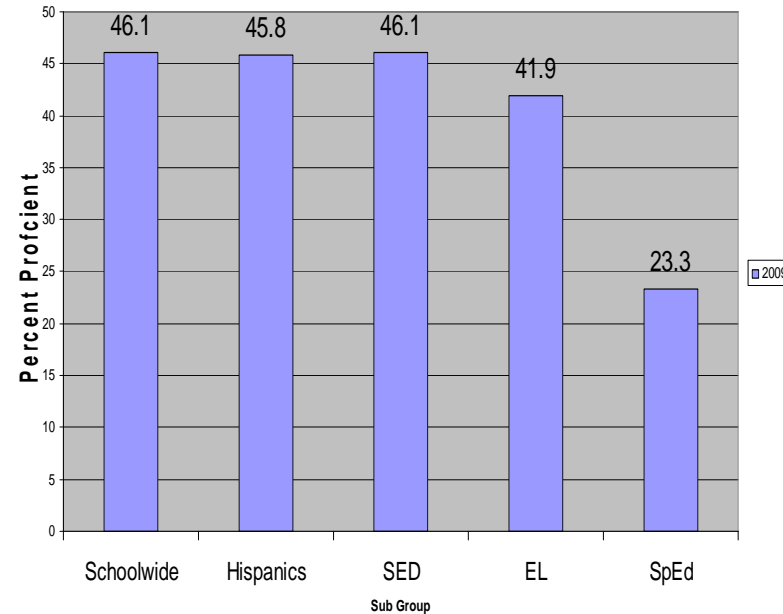
As can be seen in the graphs above, CUSD increased student achievement in English language arts from 10.4% in 2002 to 37% in 2009, a gain of 26.6%. Mathematics scores improved even more dramatically from 14.4% to 46.1%, a gain of 31.7%.

The AMO charts below illustrate the 2009 performance status of CUSD's significant subgroups on the English language arts and mathematics CSTs. In the area of English language arts, neither the whole group nor any of the subgroups achieved the percent proficient target of 45%. English Learners scored 14.7% below the target and Students with Disabilities (SWD) scored 24.8% below the state target. In the area of mathematics, while the whole group and SED subgroups exceeded the target score of 45.5% by 0.8% and the Hispanic subgroup exceeded the target by 0.3%, English Learners scored 3.6% below the target and SWDs scored 22.2% below the target.

CUSD ELA AMO 2009



CUSD MATH AMO 2009



English language proficiency is a significant factor in student performance, and greater efforts must be focused on language acquisition and on reducing linguistic barriers to content; in fact, our Title III Addendum and Action Plan are focused on these issues. Sixty-five percent (65%) of our student population is classified as English learner (35% are FEP, IFEP or EO). Moreover, as can be seen in the charts below, CUSD has comparatively low percents of students meeting AMAO 1 (students meeting CELDT level growth targets) and AMAO 2 (students achieving proficiency in English). High numbers of students remain at CELDT levels of Intermediate and below for four or more years; these students demonstrate below-proficiency level performance on the CSTs.

AMAO 1: How are EL students at each level of the CELDT meeting their growth target?

| Prior Year CELDT Level | Number in Proficiency Level Prior Year | % in Proficiency Level Prior Year | Number Meeting Growth Target | % Meeting Growth Target | State Avg. Meeting Growth Target |
|--|--|-----------------------------------|------------------------------|-------------------------|----------------------------------|
| Beginning | 1348 | 27.9% | 594 | 44.1% | 63.7% |
| Early Intermediate | 918 | 19.0% | 530 | 57.7% | 62.1% |
| Intermediate | 1727 | 35.7% | 651 | 37.7% | 40.4% |
| Early Adv. / Advanced: Not English Proficient | 72 | 1.5% | 49 | 68.1% | 51.4% |
| Early Adv. / Advanced: English Proficient | 770 | 15.9% | 607 | 78.8% | 74.2% |
| Total | 4835 | 100.0% | 2431 | 50.3% | |

AMAO 2: How are EL students performing on CELDT based on the length of time they have been in U.S. schools?

| Length of Time in U.S. Schools | Number Percent | Early Advanced or Advanced English Proficient | Early Advanced or Advanced; Not English Proficient | Inter-mediate | Early Inter-mediate | Beginni ng | Total (by Time) |
|--------------------------------|----------------|---|--|---------------|---------------------|------------|-----------------|
| 6 or more years | n= | 929 | 42 | 960 | 309 | 84 | 2324 |
| | % | 40% | 2% | 41% | 13% | 4% | 49% |
| 5 years | n= | 134 | 6 | 145 | 92 | 70 | 447 |
| | % | 30% | 1% | 32% | 21% | 16% | 9% |
| 4 years | n= | 107 | 5 | 204 | 145 | 137 | 598 |
| | % | 18% | 1% | 34% | 24% | 23% | 13% |
| 3 years or less | n= | 182 | 8 | 342 | 297 | 533 | 1362 |
| | % | 13% | 1% | 25% | 22% | 39% | 29% |
| Total (by ELD level) | n= | 1352 | 61 | 1651 | 843 | 824 | 4731 |
| | % | 29% | 1% | 35% | 18% | 17% | |

Although English language proficiency is a major consideration for CUSD in planning for improved student performance, language issues are not the only factors impacting student achievement. A review of the 2009 CST results for Fluent English Proficient

students indicates that 69% were proficient or above on the ELA CSTs and 52.67% were proficient or above on the mathematics CSTs. While these percentages exceed current federal targets, they are not yet at the 100% mark required by 2013-14. Special education students are performing at levels well below state targets and below 2009 state-wide percentages for SWDs in both English language arts (State: 30%; CUSD: 20.2%) and mathematics (State: 31.6%; CUSD: 23.3%). Results from the Academic Program Survey (APS), the District Assistance Survey (DAS), the English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports for Students with Disabilities (ISS) completed in Fall 2009 have provided the following findings (constructed around the nine Essential Program Components and several DAS components).

Fundamental Teaching and Learning Needs

1. Standards-Based Instructional Materials: All K-8 students have been provided with SBE-adopted basic core instructional materials; all 9-12 students have been provided with CUSD Board-approved standards-aligned instructional materials. Although the district has selected new materials from the most recent Reading-Language Arts adoption, due to the budget crisis these materials have not yet been purchased.

Needs: District and site level curriculum backwards-mapping sessions at grades K-12 have identified the gaps between what had been taught and what has been tested on the California Standards Tests. The district has completed backwards-mapping of English language arts and mathematics for K-6, English language arts, mathematics science and history social science curriculum at 7-9 grade levels and is in the process of completing the mapping for these content areas in grades 10-12. State-approved intervention programs for English language arts are available at all sites and have been implemented according to design during the regular school year and in extended day settings over the course of several years (2002-2005) at both elementary and secondary levels. Intervention programs continue to be implemented for identified students, based on assessed needs. Intervention materials and programs that address assessed standards and that target diagnosed student needs continue to be researched and incorporated into the educational program at all levels.

2. Sufficiency of Time for Learning: Students in grades K-6 are provided with 2.5 hours of language arts instruction and one hour of mathematics instruction per day. Reading interventions are provided during universal access times and through the systematic implementation of an extensive RtI program at all elementary sites. The district is in the process of planning a pilot program for an intervention program for mathematics that is built into the regular K-6 school day and uses the math intervention program selected by staff as part of the mathematics 2007-08 adoption process. Students in grades 7-9 are provided with one, two or three periods of English language arts (core plus intervention) and/or ELD, depending upon need. Students at these grade levels are provided with one or two periods of mathematics (core plus intervention), depending upon need. Students in grades 10-12 generally receive one period of English and one period of mathematics per day. Some students may be enrolled in an additional support class for English or in a reading class (intensive). English learners in grades 10-12 who are at CELDT levels I, II, and III (Newcomers) are enrolled in two periods of English/ELD per day. Special Education students at all levels may participate in general education reading-language arts/English classes or may be instructed in reading/language arts in special settings as per their IEPs. Afterschool programs exist at all school sites. This year, all after school programs (ASES, 21st Century, At-risk, other) are required to provide supplemental student learning opportunities based on assessed student needs in English/reading, ELD and mathematics; pre and post tests are required of students participating in the programs.

Needs: Existing structures of the K-12 school-day time currently allocated for English language arts and mathematics interventions need to be reviewed for effectiveness and reconfigured, if necessary. Time and structures for mathematics intervention must be incorporated into the K-6 educational program.

3. Administrative Training in Standards-Based Instructional Materials: All administrators in the district except for two who are new this year have completed AB75/AB430 training and follow-up practicum.

Needs: New administrators need to attend training. Ongoing training and coaching to both refresh and deepen awareness in the effective implementation of curriculum and adopted instructional materials must continue. Administrators also need training in coaching, supervising and evaluating teachers. Other areas in which training needs to be provided include: issues relating to Least Restrictive Environment, services and supports for students with disabilities, and materials and practices that effectively address English learner and SWD needs.

4. Teacher Preparation: The district has a very high percentage of NCLB teacher compliance. There are, however, some areas where we are not 100% compliant: special education, in particular, is an area of focus. In addition, depending upon the number of English, mathematics, and science courses taught in any given year, percentages of NCLB compliant teachers at the secondary level have varied, averaging around 95% in 2008-09. Calexico Unified School District is a CMIS Level C district for the 2009-10 school year.

All but five of the 450+ teachers in the district are fully authorized to teach English learners (CLAD, BCLAD, SB1969, other).

Since AB 466 (SB472) was first implemented, CUSD has provided opportunities for teachers to attend trainings annually, both during the summer sessions offered through the Imperial County Office of Education and during the school year at sessions offered in other counties. Over the years, nearly all K-10 teachers who have been with the district more than one year have participated in training for reading/language arts and/or mathematics and have completed the follow-up activities. Due to funding uncertainties, many teachers have not yet participated in training for the new mathematics adoption materials.

Needs: Teachers in departmentalized settings and special education teachers, particularly at the secondary level, need to complete processes to become NCLB compliant. Teachers who are not fully-authorized to teach English learners must complete coursework and/or pass CTEL to obtain authorization.

5. Student Achievement Monitoring System: Calexico Unified School District assesses K-9 student achievement regularly in the areas of reading/language arts and mathematics using standards-based benchmark assessments. Test results are posted into the district data system (Data Director) which is available to all teachers and administrators. Results from these tests are analyzed at grade level and department data conferences and used to inform instructional practice. There has been a standards-based report card in use at the K-6 level for several years.

Needs: Benchmark assessments need to be developed and incorporated into the English and mathematics programs for grades

10-12. Benchmark assessments for alternative programs need to be developed. Benchmark assessments for all core content areas and ELD at all grade levels need to be developed. The standards-based elementary school report card is in need of revision. Uniform grading practices and standards-based report cards need to be developed for grades 7-12.

6. Instructional assistance and support for all teachers: CUSD has provided district-wide training in implementing core content, district wide training in Explicit Direct Instruction, extensive training in EL strategies, and district-wide training in the use of Data Director and using data to inform instruction. To support the transfer of training to classroom practice, coaching models have been implemented at most school sites. Teachers at all elementary school sites have been trained and coached in the area of reading/language arts through Reading First grants and other resources from 2003 to 2008. From 2007-08 through 2008-09, K-9 grade level teachers were supported by EL coaches who provided training in implementing EL strategies in the areas of reading/language arts and math as well as other content areas. This year, all K-12 sites have one or more Academic Support Teachers on site who work in conjunction with site and district-based Academic Coordinators to provide curricular and instructional training and coaching support to teachers in English language arts and other content areas with particular attention to fine-tuning instructional practice to align with the EDI model and to supporting English language learners. District-led Learning Walks, scheduled throughout the year for every school site, seek to include all teachers as participants and serve as a training vehicle to expand and refine the use of instructional strategies identified as effective in promoting improved student achievement.

Needs: Ongoing training and support in refining instruction for all students, including English learners and special education students, is necessary as evidenced by CST, CELDT, and Benchmark assessment results (especially those for EL and SWD students) and through discussions based on observations made by participants in Learning Walks. There is a need for teacher training and support in the area of mathematics, particularly at the elementary level.

7. Collaboration in using assessment results to inform instruction: All elementary and junior high schools hold regularly scheduled data conference meetings, by grade level or content area, at which teachers discuss benchmark and other assessment results and plan instruction. At the high school level, 10th grade English teachers, and mathematics, science, and history-social science departments meet to discuss student performance data, but are not able to maintain a regular calendar of meetings due to limited availability of substitute teachers.

Needs: Time to conduct these data conferences has been difficult to find. Efforts at banking instructional minutes have had limited success. The content and structure of the meetings is in need of updating to assist staff to better utilize student performance information and foster more effective and targeted instructional planning.

8. Lesson and course pacing schedules to support interventions: Pacing guides are in use for all core content areas at grades K-9 and for various English language arts, mathematics, science, history-social science and foreign language courses at the high school. At the elementary level, in the area of reading language arts, students at the strategic and intensive levels are provided reading intervention through Rtl and/or during universal access time. Currently, the district is in the process of establishing an intervention program for mathematics that is built into the regular K-6 school day and uses the math intervention program selected by staff as part of the 2007-08 adoption process. Students in grades 7-9 are provided with one, two or three periods of English language arts (core plus intervention) and/or ELD, depending upon level of need. Students at these grade levels are also provided

with one or two periods of mathematics (core plus intervention), depending upon need. Students at grades 10-12 generally receive one period of English and one period of mathematics per day. Some students may be enrolled in an additional support class for English or in a reading class. English learners in grades 10-12 who are at CELDT levels I, II, and III (Newcomers) are enrolled in two periods of English/ELD per day. Also, at the high school level, students are provided with CAHSEE preparation courses in mathematics and English language arts.

Needs: Pacing guides at the high school are undergoing a review process which will result in a closer alignment of curriculum and content standards. Intervention programs for all students at all levels need to be reviewed for effectiveness and revised as indicated.

9. Fiscal Support – Both general and categorical funds of the school and district are used appropriately to support the English/reading/language arts and mathematics program goals as written in the school site plan and LEA Plan.

Needs: As plans and actions that support improvement in student performance change, funding is redirected as needed. All SPSAs need to align with the LEA Plan and with the Essential Program Components (using references in the plan, 2010-11) in both actions and expenditures.

10. Effective two-way communication among all stakeholders is critical to the success of improvement efforts. The district has provided information, training, and shared decision-making opportunities to all stakeholders through School Site Councils, English Learner Advisory Committees, Budget Advisory Committees, Strategic Planning Committees, Migrant PACs, mandated parent trainings at Kindergarten, Sixth and Ninth Grade levels, textbook selection committees, curriculum committees, Gang and Violence Awareness Committee, discipline committees, planning sessions for various purposes, School Board meetings, parent conferences, and general parent/community meetings (sites). In addition, the district and school sites have updated parent involvement policies, the district website has been upgraded, numerous written communications are sent home with students or mailed to parents, and many school staff members promote open communication through active involvement in the community. However, improved collaboration within the district and between the district and parents/community members with the focus on improving student achievement is desired by all stakeholders.

Needs: The district must continue to develop and implement strategies to inform and seek input from all stakeholders on an ongoing basis and form working partnerships with parents, bargaining units and others for the express purpose of improving student achievement.

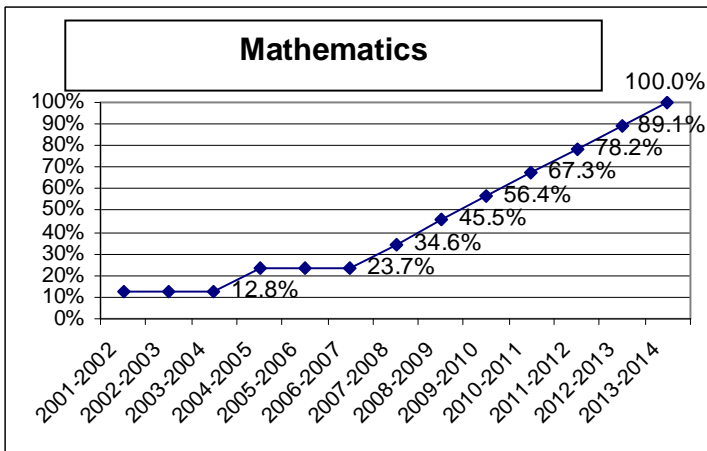
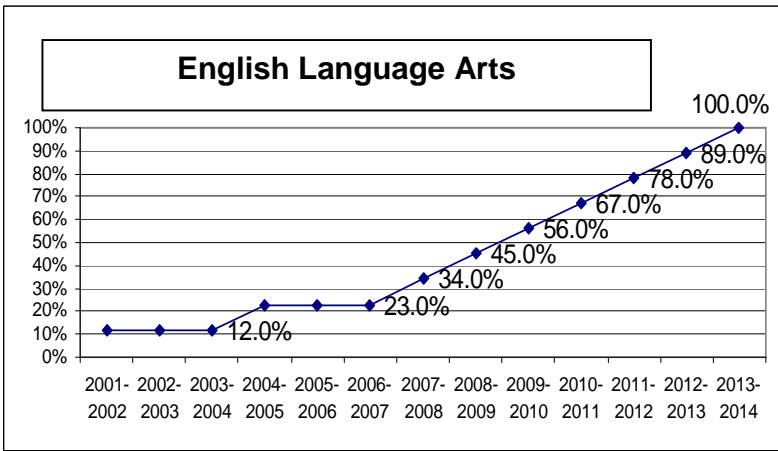
| Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i> | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---------------------------|----------------------|----------------|----------------|
| a. Continue to provide all students with SBE approved | Board, | Materials, | To Be | General, |

| | | | | |
|--|--|---|---|--|
| standards-based instructional materials and a grade level standards-based curriculum in all core subjects and including ELD. | Administration; Ongoing. Materials and curriculum will be reviewed annually by November. | planning, training | Determined (annually) | Instructional Materials Fund |
| b. Continue to provide fully credentialed, NCLB compliant teachers with training and support through ongoing coaching and other strategies as needed to facilitate the effective implementation of a standards-based curriculum using research-based instructional strategies. | Assistant Superintendent Academic Services; site and district administrators, teachers, Academic Support Teachers; Ongoing | Materials, planning, training, substitutes, paid time, consultants, conference expenses, ICOE SELPA specialists, resources. | Please see Staff Development Section for details. | General, Title I, II, III, EIA, other funds as available |
| c. Continue to improve support to administrators to assure that they provide effective instructional leadership and direction to staff. | Superintendent, Assistant Superintendent Academic Services; site and district administrators; Ongoing | Materials, planning, training, consultants, conference expenses. | Please see Staff Development Section for details. | General, Title I, II, III, EIA, other funds as available |
| d. Assure that students are provided with sufficient time for core learning and for intervention in English language arts and mathematics. Assure that lessons and courses are paced appropriately. | Board, district and site administration, teachers; Ongoing | | No additional cost | |
| e. Monitor student achievement and provide timely and appropriate intervention as indicated. | Assistant Superintendent Academic Services; site and district administrators, teachers, Academic Support Teachers; Ongoing | Data systems, materials, planning, training, substitutes, paid time. | Please see Staff Development Section for details. | General, Title I, II, III, EIA, other funds as available |
| g. Continue to use resources in ways which are most effective in improving student achievement. | Superintendent, district and site | | | All resources |

| | | | | |
|--|--|--|--------------------|--|
| | administrators; Ongoing | | | |
| h. Expand communication with all stakeholders and strengthen the partnerships between classrooms, school sites, the district office and parents, collective bargaining units and community to support improved student achievement | Superintendent, site and district administrators and coordinators, teachers; Ongoing | Staff time, communications systems, materials, planning, training, expenses related to parent meetings | Estimate \$160,000 | General, Title I, II, III, EIA, other funds as available |

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Below are charts indicating the annual expected achievement targets for all students for English language arts (ELA) and mathematics. The targets for 2009-10 are 56% proficient in ELA and 56.4% in mathematics. District-wide, CUSD has achieved the AYP targets for participation, API, graduation. Areas wherein the district has not met targets are those for the EL and SWD subgroups in English language arts and mathematics achievement.



| Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .) | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---------------------------|----------------------|----------------|----------------|
| <p>All stakeholders will work collaboratively to achieve the following goals by 2013-14 using a variety of resources including general fund, Title I, Title II, Title III and EIA.</p> <p>Goal 1: All students will achieve proficiency in English language arts and mathematics.</p> <p>Goal 2: All significant student subgroups will meet or exceed established annual targets for AYP in the areas of English language arts and mathematics (see charts above).</p> <p>Goal 3: The district and its school sites will achieve or exceed established targets for API.</p> <p>Goal 4: The district will continue to achieve or exceed established targets for graduation.</p> <p>Goal 5: The district and its school sites will continue to achieve or exceed established targets for CST participation by all subgroups.</p> <p>Targets for 2010 and 2011:</p> <p>a. Proficient and Advanced Students will remain proficient.</p> <p>b. Non-Proficient Students will advance one level on the CSTs (in order to achieve goals, increasing numbers of students must continue to move into proficient or above status on ELA and mathematics:</p> <p>Target 1:</p> <ul style="list-style-type: none"> • 50% of students who scored Far Below Basic will advance to Below Basic level or higher <p>Target 2:</p> <ul style="list-style-type: none"> • 50% of students who scored Below Basic will advance to Basic level or higher <p>Target 3:</p> <ul style="list-style-type: none"> • 50% of students who scored Basic will advance to Proficient level or higher | | | | |

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.

| Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program. | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|-------------------------|--|
| <p>a. Assure that all students including SWD and ELs have access to grade level standards-based instruction through the effective delivery of a coherent standards-aligned K-12 curriculum in all core subjects and English language development.</p> <ul style="list-style-type: none"> • Continue to provide SBE approved materials to students in grades K-8 and standards aligned materials to students in grades 9-12. • Implement district-approved curriculum and pacing guides and benchmark assessments. • Provide systematic ELD instruction for all EL students at each student’s assessed CELDT level. • Use SBE-approved materials in core and supplemental ELD instruction. • Implement the Explicit Direct Instruction instructional model (except for when the application of the standard or skill through exploratory or inquiry based lessons is appropriate) • Differentiate instruction for ELs, SWDs to support access to core • Implement EL strategies such as Front Loading, SDAIE, scaffolding and systematic ELD in all classrooms to support access to core • Maximize mainstreaming of SWD (as per IEPs) to provide access to core. As students with special needs participate as per IEPs, this plan will assure full implementation of the IEP compliant with state and federal regulations. | <p>Superintendent, Assistant Superintendents of Educational and Academic Services, district and site administrators, teachers; Ongoing – Materials needs and practices reviewed quarterly by Educational and Academic Services Departments.</p> | <p>Materials, substitutes, paid time, conference costs, consultant costs</p> | <p>To Be Determined</p> | <p>General, IMF, Title I, II, III, EIA</p> |
| <p>b. Provide students (including SWD) with teachers who are subject matter competent and are fully trained in</p> | <p>Board, Superintendent,</p> | <p>Conference and training</p> | <p>To Be Determined</p> | <p>General fund; Title I,</p> |

| | | | | |
|--|---|---|------------------------------------|--|
| <p>standards and curriculum, appropriate and effective instructional strategies, assessment, data analysis and instructional decision-making.</p> <ul style="list-style-type: none"> • Assure that all teachers are NCLB compliant for assignments • Provide SB 472 training to any teachers who may not have participated in this training • Provide ongoing training in standards and curriculum • Provide ongoing training opportunities in instructional delivery and effective teaching strategies supported by coaching, Peer-led, Site-led or District-led Learning Walks, Lesson Study Sessions. • Provide ongoing training in effective assessment practices including the use of checking for understanding and formative assessments • Provide ongoing training in data analysis and the use of data to inform instruction. | <p>Director of Human Resources, District and Site Administrators, Teachers; Ongoing</p> | <p>expenses, registration fees, substitutes, materials, consultants</p> | <p>(annually)</p> | <p>II, III, EIA</p> |
| <p>c. Assure that all administrators are fully trained in standards and curriculum, appropriate and effective instructional strategies, assessment, data analysis and instructional decision-making in order to provide effective instructional leadership.</p> <ul style="list-style-type: none"> • Administrators who have not been trained in AB75 or AB430 will attend when session are offered • Provide ongoing training in standards and curriculum to deepen understanding • Provide ongoing training in instructional delivery and effective teaching strategies supported by coaching, Administrator Learning Walks, Lesson Study Sessions • Provide ongoing training in effective assessment practices • Provide ongoing training in data analysis and the use of data to inform instruction and to form a basis for making decisions that impact instruction. | <p>Board, Superintendent, District and Site Administrators; Ongoing</p> | <p>Conference and training expenses, registration fees, substitutes, materials, consultants</p> | <p>To Be Determined (annually)</p> | <p>General fund; Title I, II, III, EIA</p> |

| | | | | |
|---|--|--|-----------------------------|---|
| <p>d. Maximize learning opportunities during the school day and in after school/ before school and other extended day opportunities through careful scheduling and effective and efficient use of instructional time.</p> <ul style="list-style-type: none"> • Provide state-recommended learning times for English language arts and mathematics in grades K-8. • Plan daily schedules, master schedules, and calendars so that the entire instructional day is used effectively to support student achievement and that interventions are implemented appropriately. • Provide guidance for teachers through district-approved pacing schedules | <p>Superintendent, Assistant Superintendent Academic Services and department, site administrators, teachers; ongoing</p> | | <p>No additional cost</p> | |
| <p>e. Develop and institute a comprehensive system of intervention targeting those students with the most need (English learners, SWDs, academically disadvantaged, chronic absentees/truant students).</p> <ul style="list-style-type: none"> • Assess and diagnose student needs accurately and prescribe appropriate interventions. • Monitor the effectiveness of the interventions. • Maximize mainstreaming with appropriate differentiation of instruction for SWDs insofar as is possible (in accordance with IEPs) | <p>Ass't. Superintendent Academic Services, district and site administrators, academic support teachers, teachers; June 2011 and ongoing</p> | <p>Materials as needed</p> | <p>Estimate \$1,029,000</p> | <p>Title I, II, III, EIA, ELAP, Special Education</p> |
| <p>f. Institute practices that will accelerate and improve English language acquisition and access to core.</p> <ul style="list-style-type: none"> • Provide systematic ELD instruction for all EL students at each student's assessed CELDT level. • Use SBE and Board approved materials in core and supplemental ELD instruction. • Systematically implement EL strategies such as Front Loading, SDAIE, and scaffolding strategies in all classrooms • Explicitly teach academic language in all areas • Identify and teach language objectives • Explore the possibility of increasing the daily ELD forty minute period for EL students in K-6 classes. | <p>Ass't. Superintendent Academic Services and department, site administrators, teachers</p> | <p>Materials, paid time, substitutes, training</p> | <p>No additional cost</p> | <p>Title I, II, III, EIA, ELAP</p> |

| | | | | |
|--|---|---|---------------------------|-----------------------------|
| <p>g. Assure ongoing and open communication among all members of the school community including parents and collective bargaining units about student achievement and related issues such as academic expectations and support needed to achieve them.</p> | <p>Superintendent; Assistant Superintendent Educational Services, District Staff, Student Well-Being Facilitator; site administrators; teachers, counselors; all members of school community; ongoing</p> | <p>Training, materials</p> | <p>Estimate \$160,000</p> | <p>General, categorical</p> |
| <p>h. Construct parent and community involvement activities based on Joyce Epstein's Six Types of Parent Involvement.</p> | <p>Assistant Superintendent Educational Services; District Staff, Student Well-Being Facilitator, counselors; site administrators; teachers; Phase I (4 targets) – June 2010; Phase 2, June 2011</p> | <p>Training, materials and supplies, some equipment, personnel (0.9FTE certificated), paid time</p> | <p>\$160,000</p> | <p>Title I, III, EIA</p> |

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

| <p>Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</p> | <p>Persons Involved/Timeline</p> | <p>Related Expenditures</p> | <p>Estimated Cost</p> | <p>Funding Source</p> |
|--|---|-----------------------------|---|---------------------------|
| <p>a. All teachers at all sites will continue to use SBE-adopted and CUSD Board approved textbooks and ancillary materials for core instruction including ELD for all students. This will be monitored by site and district administrators.</p> | <p>Assistant Superintendent of Academic Services, district and site administrators, teachers; Ongoing</p> | <p>Materials</p> | <p>To be determined annually (costs for replacements, new</p> | <p>General funds, IMF</p> |

| | | | | |
|---|---|--|---|--|
| | Monitored annually by November. | | adoptions are unknown at this time) | |
| b. All teachers at all sites will use district-approved supplemental materials to support student access to core curriculum. Materials used will not supplant use of core materials. This will be monitored by site and district administrators. | Assistant Superintendent of Academic Services, district and site administrators, teachers; Ongoing – Monitored monthly during Learning Walks | Materials | To be determined annually – Estimate \$400,000 | General funds, IMF, selected categorical funds |
| c. Establish a calendar and agendas for cross-grade level and cross-school (vertical and horizontal) curriculum/ assessment collaborations in English language arts, ELD and mathematics to promote K-12 curriculum coherence. Initial collaborations: Grades 6-7 mathematics, ELA; ELD Levels 1, 2 in grades 7-12. | Assistant Superintendent of Academic Services, district and site administrators, teachers; Calendar and Agendas for 2010-2011 by April 2010; Ongoing. | Paid time; estimate 30 teachers @ 6 hours each (180 hours) | \$7,000 | Title I, II EIA |
| d. Benchmark assessments for ELD standards will be developed and implemented for all CELDT levels at all grade spans. The district will investigate both curriculum embedded assessments from adopted materials and LAS Links as possible tools for this purpose. | Assistant Superintendent of Academic Services, district and site administrators and coordinators, teachers; assessments completed by 6/2011; | Paid time, materials. Estimate 12 teachers @ 30 hours each to identify curriculum embedded assessment elements. LAS Links, if acquired | \$14,000 Cost of administering and scoring LAS Links, if acquired. | Title III, EIA |
| e. Benchmark assessments for grades K-9 core subjects will continue to be implemented and revised as necessary. Benchmark assessments for English language arts and mathematics (grades 10-12) will be implemented in the | Assistant Superintendent of Academic Services, district and site | Paid time, materials; Estimate 12 teachers @ | \$14,000 | Title I, EIA |

| | | | | |
|--|---|--|--|--------------------------------------|
| 2010-11 school year. | administrators and coordinators, teachers; assessments completed by 9/2010; | 30 hours each | | |
| f. District and sites will continue to implement Title III Addendum and Action Plan steps to provide systematic ELD instruction for EL students at each student's assessed CELDT level and to implement academic vocabulary and language objective action steps. | Assistant Superintendent of Academic Services, district and site administrators and coordinators, teachers | As per Action Plan | As per Action Plan | Title I, II, III, EIA, ELAP, general |
| g. The Explicit Direct Instruction instructional model will continue to be a training topic across the district (see Staff Development section below). Through the development of "mini-plans" particular to each school site, site teams that have participated in on-site Learning Walks determine areas of focus and strategies for strengthening the use of EDI by teachers at the site. Through the support provided by ongoing coaching cycles, Lesson Study, and continued Peer-led, Site-led or District-led Walks, improvement in EDI implementation will continue. District office staff monitors overall progress using district – developed and other protocols. | Assistant Superintendent of Academic Services, district and site administrators and coordinators, teachers. Monitored during Learning Walks at each site (monthly) | Substitutes, paid time, materials, training | \$40,000 Learning Walks | Title I, II, III, EIA, ELAP |
| h. Performance and assessment data for all students with disabilities will be reviewed to identify those students who may be exited from special education services and/or who would benefit from placement into core reading/English language arts and/or mathematics classes. Appropriate differentiated instructional strategies for use in general education core classes will be identified, and teachers will be trained in their use and supported in their implementation. Appropriate intervention strategies to support SWD will be identified and implemented as needed. IEP teams will review recommendations and place into IEP as determined. | Assistant Superintendent. Educational Services, Director of Special Education, site administrators, general education and special education teachers, IEP team members. Students and strategies identified by June 2010; initial training of teachers | Paid time for training, consultants (including ICOE SELPA) | Estimate 100 teachers trained for 3 hours and consultant costs at approximately \$15,500 | Title I, II, III, EIA, ELAP |

Calexico Unified School District CDE Code: 13 - 63099

| | | | | |
|--|--|---|---|-------------------------------------|
| | by September 2010; | | | |
| i. The district will continue to implement steps in its state-approved Equitable Distribution of Effective Educators plan to provide NCLB compliant staff in all assignments. | Superintendent, Director of Human Resources, site administrators, teachers; 2009-2011. | Training, test registration, consultant, recruitment | \$40,500 | Title I, II |
| j. To assure that all teachers are trained appropriately, the district has addressed professional development needs in Section 5 of this Addendum. | | | | |
| k. To assure that all administrators are trained appropriately, the district has addressed professional development needs in Section 5 of this Addendum. | | | | |
| l. Elementary Instructional Schedules and Secondary Master Schedules at all sites will be reviewed in light of student performance data to assure that time is used appropriately to support student achievement and that state and/or district guidelines are adhered to for ELA , mathematics, intervention, and ELD time allotments. Assignment schedules will be examined for best staffing practices including deployment of special education staff and services and student grouping practices. | Superintendent, Assistant Superintendents of Educational and Academic Services, Directors of Human Resources and Special Education, teachers; annually December, March, June, August | | No additional cost | |
| m. Written descriptions for all courses offered in grades 7-12 together with pacing guides and benchmark assessments will be submitted to district office staff for review to assure alignment of curriculum to standards, alignment of curriculum across the district (equitable access to standards-based curriculum), alignment of curriculum to benchmark assessments. Sites will use district-approved templates for course descriptions, pacing guides, benchmark tests. | Superintendent, Assistant Superintendents of Educational and Academic Services, Directors of Human Resources and Special Education, site administrators, teachers; August 2010 | Paid time/ substitutes for developing guides, assessments, course descriptions, materials | \$12,000 | Title I, III, EIA, general, funds |
| n. The district will continue to develop and refine a Pyramid of Intervention model to include student evaluation procedures and intervention strategies and programs to assure that all students have timely access to a standard | Assistant Superintendents of Educational and Academic Services, | Paid time, materials, training of site administrators | Estimate \$5,000 (to develop Pyramid of | Title I, III, EIA, general, special |

| | | | | |
|---|--|---|-------------------------------------|--------------------------------|
| <p>array of research-based interventions for English language arts, ELD, and mathematics. Preventive, strategic, and intensive levels of intervention will be addressed. Intervention models may include but not be limited to RtI, Learning Centers, consultant service delivery that will embrace needs of at-risk and special needs students, other. Appropriate implementation of RtI will be addressed. Use of evaluation instruments and procedures will be standardized across the district, prescriptive activities will be outlined, materials will be recommended, and timelines and reporting processes established.</p> | <p>district and site administrators and coordinators, teachers, counselors: document completed by 6/2010; processes in place by 12/2010.</p> | <p>and lead staff</p> | <p>Intervention model)</p> | <p>education funds</p> |
| <p>o. District will convene the K-6 Report Card Committees to review, evaluate and update the current standards-based report card. Committees: 7 teachers for Kindergarten, 7 for grades 1-3, 7 for grades 4-6; site and district administrators. Staff and parent trainings will be conducted at school sites and through the Parent University to assure that stakeholders have a clear understanding of report card elements.</p> | <p>Assistant Superintendent Academic Services, district administrators, site administrators, teachers; June 2010</p> | <p>Substitutes, materials</p> | <p>\$6400</p> | <p>Title I, Title III, EIA</p> |
| <p>p. District will convene a Grades 7-8 Report Card Committee to review course grading practices relative to both state standards and the reporting of student achievement to parents (what information does the grade convey and what are the implications). Subjects: ELA, ELD, mathematics (initially). Committees: six teachers each area - two from each junior high; site and district administrators. Findings and recommendations for changes to current policies and practices (if any) will be reviewed by stakeholder groups and the Board of Trustees.</p> | <p>Assistant Superintendent Academic Services, district administrators, site administrators, teachers; August 2010</p> | <p>Substitutes/ Paid time, materials</p> | <p>\$6000 (three subjects only)</p> | <p>Title I, Title III, EIA</p> |
| <p>q. District will convene a Grades 9-12 Report Card Committee to review course grading practices relative to both state standards and the reporting of student achievement to parents (what information does the grade convey and what are the implications). Courses: ELA, ELD, mathematics (initially). Committees: four teachers each course. Findings and recommendations for changes to current policies and practices (if any) will be reviewed by stakeholder groups and the Board of Trustees.</p> | <p>Assistant Superintendent Academic Services, district administrators, site administrators, teachers; August 2010</p> | <p>Substitutes,/p aid time, materials</p> | <p>\$4000</p> | <p>Title I, Title III, EIA</p> |

| | | | | |
|---|--|-----------------------|--------------------|--------------|
| r. Snap Grades (web-based student progress reporting system accessible to students and parents) will continue to be implemented at grades 7-12 with the goal of expanding the service to grades 4-12. | Teachers, site administrators; Ongoing – full implementation by June 2011 | Contract for services | \$10,000 | Title I, EIA |
| s. Improve other web-based communications at district, site and classroom level. A menu of communications (documents, other) and schedule for publication will be developed for posting on district and school web sites; staff responsible for creating and posting the items will be identified; a process for submitting postings will be developed. | District and site administrators, teachers, technology staff; August, 2010; Implementation ongoing | | No additional cost | |

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

| Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i> | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|----------------|----------------|
| a. The district will facilitate enrollment and participation of teachers who are not NCLB compliant in CSET preparation and VPSS classes offered through the Imperial County Office of Education and other entities. | Director of Human Resources, teachers, site administrators; 2009-2011. | Substitutes, enrollment and exam fees, travel costs. | \$30,000 | Title I, II |
| b. CUSD will employ a consultant to serve as an NCLB coach and compliance progress monitor. Consultant will meet with each non-compliant or out-of-field teacher; evaluate compliance status; develop or review NCLB compliance plan for progress; advise teacher on available strategies for becoming compliant; and assist teacher in | Director of Human Resources, teachers, site administrators; 12/2009-4/2010. | Consultant, materials | \$10,500 | Title I, II |

| | | | | |
|--|---|---|--|--|
| accessing coursework assessment information and preparation. Consultant will report to Human Resources monthly. Principals will be provided information on status of non-compliant teachers each semester | | | | |
| c. Teachers who do not have appropriate certifications to serve English learners (5 at this time) will participate in test preparation training and testing to obtain authorizations. | Director of Human Resources, teachers, site administrators; 1/2010 – 12/2010 | Substitutes, course preparation fees, test fees | \$5,000 | EIA, Title III |
| d. Teachers who have not attended AB466 or SB472 training in English language arts or mathematics will be offered the opportunity to attend trainings provided by the Imperial County Office of Education. | Assistant Superintendent Academic Services, teachers; 6/2010 – 9/2010 | Registration, materials, stipends | To Be Determined (based on number of participants) | Title I, II |
| e. Principals who have not attended AB75 or AB430 will complete trainings offered through ICOE. | Assistant Superintendent Academic Services; by 2011 | Registration, materials | \$6,000 | Title II, other resources if available |
| f. Teachers in grades K-8 (with focus on grades 4-8) will be trained and supported by a content expert in the implementation of the 2007-08 mathematics adoption core and intervention programs. In conjunction with Academic Services Department staff, the Mathematics Resource Teacher will evaluate training needs (content, effective lesson design and delivery, diagnosis of student needs in mathematics) and provide professional development and coaching follow-up. | Board, Superintendent, Ass't. Sup't. Academic Services, site administrators, teachers – Teachers hired 8/10; training needs evaluated by 10/10; training to begin by 11/10. | Cost of personnel, materials | \$100,000 | Title I, II, III |
| g. New teachers will continue to participate in the BTSA program. | Director of Human Resources, teachers, site administrators; BTSA providers; ICOE – Needs assessment and program plan done by November annually. | Provider fees, stipends | Estimated \$30,000 annually | Title II |

| | | | | |
|---|--|--|---|--|
| <p>h. New teachers will be provided with additional support and training in topics such as classroom management and student engagement strategies by Academic Support Teachers. Site administrators and new teachers will develop individual needs assessments and tailor training programs to each participating teacher's needs. Academic Support Teachers will provide individualized training/coaching for teachers. A minimum of five new teachers will be served each year.</p> | <p>Assistant Superintendent Academic Services, teachers, site administrators, ongoing</p> | <p>Substitutes, paid time, materials</p> | <p>Estimated \$5,000 per year.</p> | <p>Title I, II</p> |
| <p>h. All teachers including special education teachers and Rtl teachers will continue to be trained in the use of universal access strategies and selected intervention strategies for reading/language arts and mathematics. Trainings will be site-based using district-approved training modules.</p> | <p>Assistant Superintendent Academic Services, teachers, site administrators, academic coordinators, academic support teachers; ongoing</p> | <p>Substitutes, paid time, materials</p> | <p>Determined by sites</p> | <p>Title I, II, III, EIA, ELAP</p> |
| <p>i. Employing a trainer of trainers model, all staff working with special education students will receive training and/or orientation to the appropriate accommodations and differentiation strategies necessary to support SWD to achieve grade level and/or IEP indicated standards in English language arts and mathematics. Planning (strategies identified, teachers identified, training process and calendar developed, follow-up coaching and training planned) completed by August 2010.</p> | <p>Assistant Superintendents Educational and Academic Services, Director of Special Education, site administrators, teachers; initial training by June 2011; ongoing as needed</p> | <p>ICOE SELPA and related resources, registration and other conference expenses, substitutes</p> | <p>Estimated \$25,000</p> | <p>Title I, II, III, EIA, special education funds</p> |
| <p>j. Selected special education teachers and counselors will be provided with the opportunity to be trained to serve students with autism, communicational language disorders and other needs.</p> | <p>Assistant Superintendent Educational Services, Director of Special Education, site administrators, teachers, counselors; participants determined by 3/10,</p> | <p>ICOE SELPA and related resources, registration and other conference expenses, substitutes</p> | <p>Estimate \$2000 per year per participant</p> | <p>Title I, II, III, EIA, special education funds, other funds</p> |

| | | | | |
|---|---|---|---|-----------------------|
| | training to begin by 6/10 and continue as needed. | | | |
| k. Explicit Direct Instruction (EDI) training with EL strategy emphasis will be provided to all teachers during staff development days, through small group or department-wide pull out processes, and other training opportunities including follow-up during Staff meetings. Coordinators and academic support teachers will present, model, and assist teachers with planning; they will observe implementation and provide feedback to teachers on selected strategies; participants will repeat the cycle until automaticity is achieved. If funding permits, “refresher” training will be provided by professional consultants during staff development days and/or summer training workshops. | Assistant Superintendent of Academic Services and department; site administrators, teachers, academic support teachers, counselors; annually, throughout year | 12 FTE academic support teachers; 6.4 FTE Coordinators of Academics and Instruction; substitutes, paid time | Personnel approx. \$2.1 million; substitutes, paid time to be determined; consultant costs: estimate \$30,000 | Title I, II, III, EIA |
| I. Classroom teachers and academic support teachers will be trained to participate in lesson study groups. | Assistant Superintendent of Academic Services and department; site administrators, teachers, academic support teachers; October-April, annually | Substitutes, paid time | \$20,000 | Title I, II, III, EIA |
| As part of the district’s long term plans for staff development in the areas of instructional strategies and differentiated instruction the district will provide five professional development opportunities for administrators and teachers on Saturdays between January, 2010 and December 2010, with follow-up trainings and support (designed in conjunction with consultants/presenters) incorporated into site-level coaching programs: <ul style="list-style-type: none"> i. Classroom Management (Rick Morris) – 50 elementary and 50 secondary teachers ii. Explicit Vocabulary Instruction - 100 elementary and 100 secondary teachers iii. Cognitive Strategies (DataWorks) – 100 teachers iv. English Language Development - (Kenji Hakuta) – 100 teachers | Assistant Superintendent. Academic Services, district and site administrators, teachers, consultants | Consultant fees, materials, paid time for staff, lunch, refreshments, | \$160,000 | Title I, II, III, EIA |

| | | | | |
|---|---|--|---------------------------|---------------------------|
| <p>v. Instructed ELD (Dutro/Kinsella) – 75 secondary teachers</p> <p>vi. Mathematics Content- Mathematics Resource teacher</p> | | | | |
| <p>n. Teachers, counselors and administrators will have the opportunity to participate in Peer-led, Site-led, or District-led Learning Walks and follow-up conferences and mini-planning sessions led by Academic Services staff and other qualified individuals. Learning Walks and follow-up meetings provide staff opportunities to observe teaching and learning across a variety of classrooms guided by trained observers. Participants then work in collaboration with peers to develop mini-plans for refinements to curriculum, instructional strategies, etc.</p> | <p>Assistant Superintendent of Academic Services and department; site administrators, teachers, academic support teachers, counselors; monthly at each site, Oct - June</p> | <p>Substitutes</p> | <p>\$40,000</p> | <p>Title I, II, EIA</p> |
| <p>o. Using guidelines developed by the Academic Services Department, training in the effective use of data will take place regularly during grade level and/or department data conferences or other meetings.</p> | <p>Academic Services team, site administrators, teachers; Sept – June annually</p> | <p>Substitutes, paid time, other as determined by site</p> | <p>Estimate \$5000</p> | <p>Title I, II, EIA</p> |
| <p>p. Classroom teachers will continue to be trained to access and use Data Director by Academic Services staff and site level staff at staff meetings.</p> | <p>Academic Services, on site staff leads</p> | | <p>No additional cost</p> | |
| <p>r. Principals and teachers will be trained in strategies to effectively communicate and work with parents to support student achievement – Parent Institute of San Diego staff</p> | <p>Assistant Superintendent. Educational Services, Student Well-Being Facilitator, District Staff, Counselors, parents, teachers by 8/10</p> | <p>Consultant fees; materials</p> | <p>\$3,500</p> | <p>Title I, III</p> |
| <p>s. After school instructional staff will be trained in the support programs they provide to English Learner students.</p> | <p>Assistant Superintendent. Academic Services, ASES and ASSETs coordinators and</p> | <p>Time, materials</p> | <p>\$3,000</p> | <p>ASES, ASSETs funds</p> |

| | | | | |
|--|---|---|-------------------|-----------------------|
| | staff throughout year as different modules are developed. | | | |
| t. Develop system of ongoing intensive training, support and monitoring for academic support teachers and coordinators to assure that they are providing classroom teachers with timely and appropriate on-site professional development, coaching, and curriculum support. Academic support teacher and coordinator needs will be assessed annually and a training plan will be devised for each (collaborative process to include teacher, coordinators, Academic Services Department staff, site administration). | Assistant Superintendent Academic Services and department, site administrators and coordinators, academic support teachers, teachers; plan in place by June 2010; ongoing support | Conference expenses, consultant fees, materials | Estimate \$30,000 | Title I, II, III, EIA |

6. English Learners

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

Calexico Unified School District is a Title III Year 4 district and is currently implementing its on-line Action Plan for English Learners. This LEA Addendum and the Title III Action Plan are fully aligned.

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

Calexico Unified School District has ASES programs at seven elementary schools and two junior high schools and a 21st Century ASSETs program at the comprehensive high school. In addition, at-risk tutoring and categorically funded targeted tutoring opportunities are available to students at all school sites. SES tutoring is available, based on priority ranking, to students at schools in Program Improvement (Year 2 and above). Limited funding has severely impacted the district's ability to provide a full range of summer school services during the past two summers.

| Please describe those activities and how the LEA will incorporate them. | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|-----------------------------------|----------------|--------------------|
| a. All tutoring programs funded with at-risk dollars will be provided to students based on CST, CAHSEE, benchmark assessment and classroom performance data, with specific instruction targeted to identified need. An instructional plan identifying students by name and the instructional process to be used for each student must be submitted by school sites for approval by the district office. Pre and post testing is required. | Assistant Superintendent. Academic Services, site administrators, teachers; ongoing | Paid time for teachers, materials | | At-risk funds |
| b. ASES and ASSETs programs will be implemented as per their plans with increased academic focus on assessed student needs in reading, ELD and mathematics. ASES and ASSETS staff will work closely with regular day school staff to align programs and work toward consistent student program participation. | Assistant Superintendent. Academic Services, coordinators, site administrators, staff; teachers, ongoing over grant period | Paid time for staff, materials, | | ASES, ASSETs funds |

| | | | | |
|---|---|---|---------------------------|--|
| <p>c. The Homework Center will continue to provide high school students access to teachers and tutors to support core classroom instruction.</p> | <p>Site administrators, teachers, support staff</p> | <p>Paid time, materials, equipment</p> | <p>\$25,000</p> | <p>Title I, EIA</p> |
| <p>d. CAHSEE preparation programs will continue to be provided during the school day throughout the school year and on Saturdays for eight weeks prior to the March CAHSEE administration for students in grades 10-12.</p> | <p>Site administrators, teachers, support staff</p> | <p>Personnel, paid time, materials, equipment</p> | <p>Estimate \$141,000</p> | <p>General fund, Title I, EIA</p> |
| <p>e. Summer school offerings will be focused on students who are English learners, special education students, and students whose CST and other assessment information indicates that they are at risk of failing. Short term instructional modules (10-21 days) targeting defined needs with pre- and post tests will be the method of delivery for intervention summer school offerings. At the high school level, students who have failed courses required for graduation will be enrolled in those courses. Preliminary plans (subject to change) for 2009-10 summer school include the following:</p> <p><u>Elementary summer school</u></p> <ul style="list-style-type: none"> i. Migrant kindergarten/1st grade students supported in language acquisition, reading and math skills by Migrant summer school program (target: 40 students) ii. Migrant second grade students supported in transitioning from alternative to sheltered English program through Migrant summer school program (target: 40 students) iii. Migrant upper elementary level students provided mathematics, reading and ELD support through Migrant summer school program (target: 30 students) iv. English learners at CELDT level III in grades 4 and 5 provided ELD science academy (target: 150 students) v. Other programs may be provided through outside resources as available <p><u>Junior High summer school</u></p> <ul style="list-style-type: none"> i. Algebra Academy: target 120 students ii. Migrant writing, language arts and mathematics workshops/academy model: target 60 students iii. ELD Academy: target 100 students | <p>Assistant Superintendents of Educational and Academic Services, site administrators, teachers.</p> | <p>Paid time for teaching and support staff, materials.</p> | <p>Estimate \$450,000</p> | <p>At-risk, Title I, III, EIA, Migrant</p> |

| | | | | |
|---|--|--|--|--|
| <p>iv. Other programs may be provided through outside resources as available <u>High School/Continuation summer school</u> i. CAHSEE preparation; repeat failed classes; target: 900 students ii. Migrant summer school PASS program; target 20 students iii. Migrant Success Academy (ELD, mathematics support); target 50 students iv. Other programs may be provided through outside resources as available <u>Special Education Summer School:</u> i. As per IEPs: estimated enrollment (K-12) 145</p> | | | | |
|---|--|--|--|--|

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

| Please describe parental involvement strategies and how the LEA will support them across the LEA. | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|---|----------------|-------------------------|
| <p>Strategy: Using the Joyce Epstein model* as a structure for implementing research-based strategies to improve involvement, CUSD will collaborate with parents and the community to close the achievement gap. Through the implementation of a Parent University, parents of CUSD students will receive information and training that will assist them in becoming active participants in the education of their children. CUSD and its school sites will form partnerships with parents and community members and will develop opportunities for them to become effectively engaged in improving student achievement. *Six Types of Parent Involvement – Parenting, Communicating, Volunteering, Learning at Home, Decision Making, Collaborating with the Community</p> | | | | |
| Parenting | Persons Involved/Timeline | Related Expenditures | Estimated Cost | Funding Source |
| Through the Parent University, parents will be offered training in topics such as effectively dealing with behavior problems, what to expect from students entering adolescence, anger management, college and career preparation, and other topics of interest and value to parents and students. Training will be tailored to the needs of parents of students at different age levels and will be offered throughout the school year. Twelve modules will be developed and piloted during the school year. Modules will be presented at school sites, district office and neighborhood locations. | Assistant Superintendent of Educational Services Student Well-Being Facilitator, district Staff, Counselors Consultants; 7/09 – 6/11 | .9 FTE coordination staff, consultants as needed, presentation equipment, materials, child care, refreshments | \$190,000 | Title I, EIA, Title III |
| CUSD Intensive Parenting training will continue to be | District Staff, | Consultants as | \$5000 | Title I |

| | | | | |
|--|---|--|----------|----------------------------------|
| offered to parents. | Student Well-Being Facilitator, Consultants; 7/09 – 6/11 | needed | | |
| Through the Parent University, two Newcomer parent training modules (modified for K-5 parents, 6-8 parents and 9-12 parents) will be developed to provide recent immigrant parents with information on the cultural aspects of the school system and other topics of interest. Modules will be available to school sites to use as needed. | District Staff, Student Well-Being Facilitator, selected staff; 1/10 – 6/10 | Materials | \$200 | EIA, Title III |
| Student-led parent conferencing will be implemented for older students. | District Staff, Student Well-Being Facilitator, selected staff;7/09 – 6/11 | Time to develop trainings and formats for student led-conferences. Some materials. | \$3500 | Title I, EIA, Title III, Migrant |
| Communicating: The district and school sites will establish and maintain structures for ongoing and effective two-way communication with parents. | | | | |
| All parents will continue to receive required notices and other information in a timely manner and documents/web site postings will be provided in both English and Spanish. | Superintendent, District and Site Administrators; ongoing as needed | Translation | \$61,000 | General, Title I, III; EIA |
| The district and school sites will conduct annual parent needs assessment surveys that are grade level specific. Results will be used to assist in developing parent trainings and involvement opportunities. | Assistant Superintendent of Educational Services, District Staff, Student Well-Being Facilitator, Site Administrators, Teachers; by June 2010 | Time, materials (Scantron) | \$5000 | Title I, III; EIA |
| The Family School Partnership Act will be sent home with each student and given out at all Parent Trainings | Assistant Superintendent of Educational Services, District Staff, Student Well-Being Facilitator, Site Administrators; | Translation, printing | \$5000 | Title I, III; EIA |

Calexico Unified School District CDE Code: 13 - 63099

| | | | | |
|---|--|---|--------------------|-----------------------------|
| | Fall, 2010 and ongoing | | | |
| Currently, elementary schools provide three report cards annually; junior highs provide quarterly progress reports; the high school provides progress reports six times per year. More frequent student progress reports will be made available to parents through the increased distribution of traditional paper documents and through online services (Snap Grades). | Superintendent, Assistant Superintendent of Educational Services, Director of Educational Technology, Site Administrators; Fall 2010 and ongoing | Translation, printing, software | \$36,000 | General. categoric al |
| Elementary schools will continue with scheduled parent conferences in Fall for all students and Spring for at risk students or students in danger of retention. Junior high schools and the high school will continue with parent conferences for at-risk students. Teachers and parents will be trained in conducting and participating effectively in parent/teacher conferences. A pilot program for student-led conferences will be implemented by December 2010. | Site Administration, Teachers, Counselors, District Staff, Student Well-Being Facilitator; ongoing | Training, materials | \$10,000 | Title I, II, EIA |
| District parent trainings wherein information about school policies and practices and drug and violence awareness, attendance will continue (fours hours at each of three grade levels: Kindergarten, sixth grade, ninth grade). Topics and presentation practices are currently under review and revision. | Site Administration, Teachers, Counselors, District Staff, Student Well-Being Facilitator; revision complete by August 2010; ongoing | Paid time, materials | \$7500 | Title I, II, EIA |
| Parent centers will be provided at various sites in the district. | Assistant Superintendent Educational Services, site administrators | Materials, equipment, other as determined by site | To be determined | Title I, EIA, general funds |
| Parents will have access to a suggestion box at each school site; administration will address each suggestion. | Site administrators by 8/10 | Materials | \$1500 | Title I |
| Schools will encourage parent participation in training via parent training calendar. | Assistant Superintendent Educational Services, site administrators | | No additional cost | |

| | | | | |
|---|--|--|--------------------|----------------------|
| Parents will be provided opportunities to shadow school and district administration. | Assistant Superintendent Educational Services, site administrators | | No additional cost | |
| Orientation presentations and materials for parents of new students will be developed and made available to all school sites. | Assistant Superintendent Educational Services, site administrators; 8/10 | Paid time for staff to develop materials, cost of materials | \$3,000 | Title I, III, EIA |
| Teachers and selected classified staff will be trained to interact effectively and supportively with parents. | Assistant Superintendent Educational Services, site administrators; 8/10 | Time for trainers to prepare, materials | \$1000 | Title I, III, EIA |
| The district will periodically publish a newsletter for parents, community and staff that will include academic updates, opportunities for participation, budgets and other important information. | District Staff; Quarterly | Materials | \$20,000 | General, categorical |
| School sites will include in their SPSAs parent training for all grade levels with a mandatory minimum of one hour of training per year completed by January of each school year. | Assistant Superintendent Educational Services, Project Director, site administrators | Resources related to parent training to be determined by each site | \$21,000 | Title I, EIA |
| Information and items of interest to parents and community such as the School Accountability Report Cards will be posted to the district website in a manner which allows for easy access. Review of current postings to be completed by June 2010. | Assistant Superintendent Educational Services, Director of Instructional Technology; ongoing | | No additional cost | |
| Volunteering – Parents and community members will become visible and productive partners in implementing efforts to improve student achievement. | | | | |
| Family Friendly School Red Carpet Walk-Throughs will take place at all school sites. Using a feedback instrument parents will provide schools with input on making campuses more welcoming to parents. | District Staff, Student Well-Being Facilitator, site administration, | | No additional cost | |

| | | | | |
|--|--|--|--------------------|-------------------|
| | teachers, parents; December 2010 | | | |
| Guided by district staff, each site will implement a process for recruiting, training, and supporting parent/community volunteers for specified activities at the site. | District Staff, Student Well-Being Facilitator, Director of Human Resources, site administrators; 8/10 | | No additional cost | |
| Learning at Home | | | | |
| CUSD will research models to implement at different grade levels. | Assistant Superintendents of Educational and Academic Services, District Staff, Student Well-Being Facilitator, site administrators; August 2010 | Materials, conference-related expenses, travel | To be determined | Title I, III, EIA |
| Continue high school CAHSEE Saturday preparation courses (parent/guardian attendance and participation required) and consider ways in which to expand this model to other levels. | Assistant Superintendents of Educational and Academic Services, site administrators; ongoing, annually | Paid time, materials, snacks | \$5000 | Title I, EIA |
| Develop module for Parent University to help parents with procedures to support students in completing homework, and to monitor schoolwork and student performance on an ongoing basis. | Assistant Superintendents of Educational and Academic Services, District Staff, Student Well-Being Facilitator, counselors; August 2010 | Materials, paid time | \$5000 | Title I, III, EIA |
| Develop modules to assist parents to in helping their students improve in specific skills to be identified by school sites through analysis of student performance on benchmark and other assessments. | Assistant Superintendents of Educational and Academic Services, District Staff, Student Well-Being | Materials, paid time | \$2000 per site | Title I, III, EIA |

| | | | | |
|--|---|--|----------------------------|-------------------|
| | Facilitator, Counselors; Fall 2010 | | | |
| | | | | |
| Decision-Making | | | | |
| The District and all sites will implement and annually review/update Parent Involvement Policies. Policies will be compliant. | Assistant Superintendent Educational Services, site administrators; ongoing annually with SPSA | | No additional cost | |
| All Single Plans for Student Achievement will include parent involvement components that align with the district LEA Plan and the Strategic Plan and that support student achievement in the core academic areas. School sites will include in their SPSA parent training for all grade levels with a mandatory annual minimum of one hour of training to be completed by January of each school year. | Assistant Superintendent Educational Services, Projects Director, site administrators; ongoing (by January each school year) | Resources related to parent training to be determined by each site | \$2000 per site | Title I, EIA |
| Through the Parent University and other venues, parents will be provided with leadership training and technical training for School Site Council, English Learner Advisory Committees, Migrant Advisory Committees, Community Advisory Committee and other groups. | Assistant Superintendent Educational Services, Projects Director, District Staff, Student Well-Being Facilitator; site administrators; ongoing throughout the year; committee training Oct/Nov annually | Paid time, materials, child care, equipment, refreshments | \$1000 committee trainings | Title I, III, EIA |
| CUSD will create a district level Parent Involvement Committee composed of parents and community members, students, teachers, counselors, and administrators to guide parent involvement planning and activities for the district. | Assistant Superintendent Educational Services, District Staff, Student Well-Being Facilitator, teachers, | Materials, refreshments, child care | \$1000 | Title I, III, EIA |

| | | | | |
|---|---|-------------------------------------|--------------------|-----------------------|
| | counselors; by 4/10 – monthly meetings | | | |
| CUSD will establish a Community Advisory Committee to include parents, staff, bargaining unit representative to oversee the implementation of the Strategic Plan and report to the community annually. | Superintendent, district office staff; by June 2010 | Materials, refreshments, child care | \$1000 | General fund, Title I |
| Collaborating with the Community | | | | |
| A range of family and student support services from various city and county agencies and organizations will continue to be provided and orchestrated through the Family Resource Center. | Assistant Superintendent Educational Services, District Staff, Student Well-Being Facilitator; quarterly report to Asst. Supt. Educational Services | Personnel | \$150,000 | General Fund, Title I |
| The District will continue to maintain its partnerships with the Public Library to provide a wide range of academic services to students and families. | Assistant Superintendent Educational Services, district office staff | | No additional cost | |
| The district will continue to maintain and expand its partnerships that support student learning with various community agencies and organizations through its After School Education and Safety and 21 st Century programs. Annually, at least one area of student academic need (curricular goal) will be clearly identified and specific activities will be organized to address this goal. | Assistant Superintendent Academic Services, ASES, ASSETs staff; Sept. 2010 | | No additional cost | |

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Calexico Unified School District

County District Code: 13-63099

Date of Local Governing Board Approval: January 28, 2010

District Superintendent: Dr. Christina Luna

Address: 901 Andrade Avenue

City: Calexico

Zip Code: 92231

Phone: (760) 768-3888

FAX: _____

**E-mail:
christinaluna@calexico.k12
.ca.us**

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

Dr. Christina Luna

Signature of Superintendent Printed Name of Superintendent Date

Salvador Pacheco

Signature of Board President Printed Name of Board President Date

By submission of the local board approved LEA addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., Title III regional lead.*