

TWIN RIVERS UNIFIED SCHOOL DISTRICT-- LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

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 13, 2011**, 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.**

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
Analysis of student achievement data shows gains across the board in API, but a consistent failure to make federal adequate yearly progress targets or, in the alternative, enough growth in a subgroup to make “Safe Harbor,” Specifically in the 2008-2009 School year, the proficiency target for ELA was 45%. The proficiency percentage School wide was 42.3. African American: 33.9%; Hispanic 37.2 % Socio Economically Disadvantaged 36.4%; English Learners 36.3%; and Students with Disabilities 21.5%.	Abbreviations Used: Educational Services (EdSer) Neighborhood Network (NN) Student Learning Coaches (SLC), Research and Evaluation (R&E);			

<p>For Math the proficiency target was 45.5. School wide, students met this target with 45.7%; African Americans 32.8%, Hispanic 41.2%; Socioeconomically Disadvantaged 42.6%; English Learners 44.5%; and Students with Disabilities 25.1%</p> <p>2009-2010 School year, the proficiency target rose sharply. The target for ELA was 56%. Achievement results were as follows-- School wide was 43.9. African American: 33.9%; Hispanic 39 % Socio Economically Disadvantaged 40.4%; English Learners 36.2%; and Students with Disabilities 40.4%.</p> <p>For Math the proficiency target was 56.4%. School wide 50.4%; African Americans 37%, Hispanic 46.9%; Socioeconomically Disadvantaged 31%; English Learners 49.1%; and Students with Disabilities 31%.</p> <p>Scores in math were generally much higher than in ELA.</p> <p>Benchmark Assessments are aligned with CST and predictive of student performance. These assessments are used to provide differentiated and targeted instruction to students.</p> <p>Utilizing the state assessment tools, including the DAS, APS, ELSSA, and ISSA, and matching/analyzing those results from CSTs, CAHSEE, CELDT, Benchmark assessments, local assessments and reviewing the prior plan and looking at data, the following conclusions were made:</p> <p>These actions are to be taken in each classroom across the district.</p> <ul style="list-style-type: none"> ○ There is a need for well designed, clear, focused lessons that will deliver best FIRST teaching and learning which includes strategies for differentiation, student engagement, culturally responsive teaching and Response to Intervention (RTI). 	<p>Persons Responsible for monitoring the implementation and continuity of these programs:</p> <p>Assistant Superintendent of Educational Services</p> <p>Four NN Executive Directors</p> <p>Each Site Administrator</p>			
		<p>Professional development; observation/evaluation instruments; collaboration time</p>	<p>\$8,000 \$4,000</p>	<p>Title 1 EIA</p>

<ul style="list-style-type: none"> ○ There is a need for more fidelity to the state adopted curriculum: All program components in English Language Arts, math, ELD need to be regularly, consistently and effectively used. ○ Daily monitoring of instruction, especially for ELs and ○ SELs is needed. ○ Better understanding and development of specialized teaching strategies and skills is needed for teaching ELD, ELs in mainstream classes and SELs. ○ Better understanding of individual student data and need to address EL students individually and by EL levels. ○ More individualized monitoring of the needs and progress of ELs and SELs ○ Examination of the data accompanied with a plan to remedy deficiencies using weekly common assessments, quarterly/trimester benchmarks and State test results to drive instruction and focus for core curriculum and interventions. ○ Developing and improving skills for differentiated instruction and student engagement in the core classes to better meet the individualized needs of students. ○ Student placement of ELs; There is need to more accurately place all ELs into ELD according to the ELD levels as well as insure all students are placed appropriately for their best learning environment. ○ Teachers who are not authorized to teach EL students will work with the HR department to obtain their authorization 		<p>PD on SDAIE and GLAD</p> <p>PD</p> <p>Teacher planning time, Acad align conferences, PD</p> <p>Outside trainers;</p>	<p>\$10,000-\$20,000 per site</p> <p>\$5,000</p> <p>\$300,000</p> <p>\$45,000</p>	<p>Title I: EIA</p> <p>Title I, EIA</p> <p>Title I, EIA; TIIBG; SLIBG Unrestricted</p>
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<p>before school year 2011-2012.</p> <ul style="list-style-type: none"> ○ Lack of clarity regarding the implementation of a systemic program of strategic and intensive interventions based on a Response to Intervention (RTI) model. More staff development is needed for all teachers. ○ Targeted interventions must be matched to individual student needs. Staff development on Data analysis needed. ○ Implementation of clearly defined strategic interventions that are short term and focused on specific skill gaps for K-12 students who are less than two years behind in ELA and/or math (scoring basic on CST) or not passing CAHSEE. ○ Implement additional follow-up and training for teachers through coaching and classroom observation by principals, content specialists, and Neighborhood Network administrators to ensure full implementation of standards-based curriculum and adopted core materials, and classroom implementation of differentiated instructional/student engagement strategies. ○ Implementation of clear guidelines for systematic K-6 ELD instructional program that provides a minimum of 20 minutes for Kindergarten, 30 minutes for grades 1-6 of daily ELD instruction in addition to and separate from the required ELA Block. ELD instruction should include use of District-adopted materials for ELD. Required instructional time for ELA and math will also be monitored. ○ Implementation of clear guidelines for systematic 7-12 ELD instructional program that provides a minimum of 3 hours for grades 7-8 and 2 hours for grades 9-12 of ELD/ELA instruction that uses District-adopted materials for ELD and minimum instructional hours for ELA and math 		<p>programs</p> <p>Staff dev</p> <p>Staff dev</p> <p>Intervention programs, technology, supplies, materials, tutors, extra duty</p> <p>Regular salaries; extra duty</p> <p>Regular salaries</p> <p>Regular Salaries</p>	<p>See section 5</p> <p>See section 5</p> <p>\$2,500,000 \$1,000,000 \$1,000,000 \$ 500,000</p> <p>\$30,000 \$20,000</p> <p>No additional</p> <p>No additional</p>	<p>Title II</p> <p>Section 5</p> <p>Section 5</p> <p>Title I, EIA, TIIBG, SLIBG,</p> <p>Title I, EIA</p>
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- Identify and monitor progress of at-risk students to ensure proper placement in intervention programs.

For additional information see Section 4

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

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>By Spring 2011, 67% of TRUSD students will achieve proficient or above scores (or at a minimum reach “Safe Harbor”) in ELA as measured and reported on the 2011 District AYP report.</p> <p>By Spring 2011, 67.3% of TRUSD students will achieve proficient or above scores (or at a minimum reach “Safe Harbor”) in Math as measured and reported on the 2011 District AYP report.</p> <ul style="list-style-type: none"> • AMAO 1: By Fall 2011, 54.6% of TRUSD EL students will meet the annual growth target for AMAO 1. • AMAO 2: By Fall 2011, 43.5 of TRUSD cohort EL students in the district five or more years and 18.7% for students less than five years will meet the annual growth target for AMAO 2. <p>By Spring 2011, TRUSD students will achieve a district-wide API of 767.</p> <p>Special Education Students are expected to reach their IEP Goals each school year as well as make expected AYP growth. CMA tests will be used where appropriate</p> <p>*All High School (10th – 12th) students will pass the California High School Exit Exam (CAHSEE).</p>	<p>Spring 2011</p> <p>Spring 2011</p> <p>Fall 2011</p> <p>Fall 2011</p> <p>Spring 2011</p> <p>Spring 2011</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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>Specific research-based strategies and programs such as the following will be utilized throughout the District to improve student achievement in English-Language Arts and math:</p> <p>Use of Data for assessing mastery and making instructional decisions– TRUSD will use the MEASURES program, which includes STAR, CELDT, and all benchmark assessment systems including language arts, mathematics and English Language Development.</p> <p>Knowledge of Content Standards – Teachers and administrators with thorough knowledge on the ELA, ELD and Math Frameworks and Standards are better equipped to ensure that the standards are addressed adequately in instruction and assessment. They are also better able to analyze data and assess needs.</p> <p>Curriculum Fidelity – Instruction in any state adopted program or research based strategy is most effective only if it is implemented regularly and consistently by teachers and monitored by administrators.</p> <p>Lesson Planning –well-designed, clearly focused lessons for first best teaching and learning.</p> <p>Differentiated Instruction –focused instruction for all learners in the classroom, including ELs, SELs, rapid learners, etc.</p>	<p>Responsible persons:</p> <ul style="list-style-type: none"> - Assistant Supt. Of Educational Services - Executive Directors of Network Sites - Site Administrators <p>Timeline:</p> <p>Fall through Spring 2011, utilizing late start Wednesdays, and designated professional development opportunities</p> <p style="text-align: center;">↓</p>	<p>Staff devel; collaboration; extra duty, equip/supplies</p> <p>Staff development; extra duty, equip, supplies; instr materials</p> <p>Staff development; walkthroughs</p> <p>Weekly collab; subject area meetings</p> <p>Staff dev; walkthroughs</p>	<p>See staff development section 5</p>	<p>See staff develop Section 5</p>

<p>Monitoring – Teachers and administrators monitor students for mastery of content taught daily so that deficits do not accumulate.</p> <p>Assessment – Teachers will develop and use weekly common assessments in language arts, ELD and math to identify learning needs of each student. Benchmark and State data examination by teachers and principals will be performed to drive instruction and focus resources.</p> <p>District Monitoring – District and site administrators will walkthrough classrooms on a regular basis to monitor delivery of standards based curriculum and strategies.</p>				
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4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. <i>(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.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Differentiated Instruction/Student Engagement/Culturally	Responsible persons:	Extra duty;	\$40,000	Title I

<p>Responsive Teaching /RTI: All teachers will be trained and begin in phases to implement all components of Differentiated Instruction/Student Engagement/Culturally Responsive Teaching /RTI. A trainer of trainer model will be utilized so that costly external experts are not extensively needed.</p> <p>Monitoring and Support for Differentiated Instruction/Student Engagement/Culturally Responsive Teaching /RTI will be provided by principals and Neighborhood Network directors and coordinators. Principals also provide primary impetus for directing and monitoring implementation at the school site through classroom walkthroughs, lesson design discussions and data analysis in a collaborative approach..</p> <p>Teachers meet in grade level or departmental Professional Learning Communities to evaluate student outcomes, share best practices, plan for instruction and/or intervention and evaluate student progress toward meeting grade level and district goals.</p> <p>Principals are held accountable for implementation and monitoring of programs and strategies through the evaluation process.</p> <p>Through data analysis staff re-examine the effectiveness of current interventions. Schools will collect and analyze data on the effectiveness of the interventions and discuss these evaluations with staff and site and district administrators at the conclusion of the program.</p> <p>Explore ways to restructure the school day to include more interventions and more fluid methods of implementing the least restrictive learning environment for our special needs</p>	<ul style="list-style-type: none"> - Assistant Supt. Of Educational Services - Executive Directors of Network Sites - Site Administrators <p>Timeline:</p> <p>Fall through Spring 2011, utilizing late start Wednesdays, and designated professional development opportunities, principal meetings, NN meetings</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p>	<p>collaboration time; consultant fees; materials equip; supplies</p> <p>Reg salaries; extra duty; collab time</p> <p>Regular salaries; supplies, equip</p> <p>Regular salaries</p> <p>Regular Salaries</p> <p>Regular salaries</p>	<p>\$7,000 \$3,000</p> <p>\$7,000 \$3,000</p> <p>No additional</p> <p>No additional</p> <p>No additional</p>	<p>Title I EIA</p> <p>Title I, EIA</p>
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<p>students</p> <p>All teachers will provide differentiated instruction in K-12 classrooms to ensure student achievement of grade-level standards for students of diverse needs. Teachers will also differentiate for rapid learners, providing enrichment beyond the regular course curriculum. Teachers will be held accountable through coaching, classroom observation, and the evaluation process.</p> <p>Site administrators and teachers will develop an assessment schedule, which includes common benchmark assessments and a pacing calendar that includes time for administration of the assessment</p> <p>District and site administrators, along with teachers, will develop cut points for proficiency levels, aligned with the CSTs.</p> <p>District and site administrators including EL Coordinator, Special Education Director, and student learning coaches, along with teachers collect data from district-wide benchmark assessments every six to eight weeks. Data is reported in terms of CST proficiency levels and the data will be used to inform instruction for underperforming students.</p> <p>District and site administrators, along with teachers, use assessment results to determine what materials and strategies are needed to supplement the adopted textbooks to ensure that all key standards are met. Site administrators and teachers will continuously review student data and class placement</p>		<p>Regular salaries</p> <p>Regular salaries</p> <p>Regular salaries</p> <p>Extra duty</p> <p>Regular salaries, supplies</p>	<p>No additional</p> <p>No additional</p> <p>No additional</p> <p>\$17,000 \$ 3,000</p> <p>\$20,000</p>	<p>T1 EIA</p>
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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
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<p>Use of Data for assessing mastery and making instructional decisions– Continued and more advanced training on using MEASURES for data management is needed. Teachers and administrators must build more capacity to generate and utilize all of the reporting features in MEASURES to maximize their ability to target student needs and tailor staff development to addressing those needs. Training on how to monitor achievement through assessment data is provided.</p> <p>Knowledge of Content Standards – Provide training on the ELA, ELD and Math Frameworks and Standards. Intensive focus in grades K-12 emphasizing grades where student achievement begins a downward trend.</p> <p>Curriculum Fidelity – Provide training for more effective use of all program components in language arts including writing, mathematics and ELD. Principals need to have a greater knowledge base of ELA, ELD and math instruction. Training for teachers and administrators in standards based, state adopted materials is encouraged (e.g., AB 430 & SB 472).</p> <p>Instructional Needs – Provide in-service and coaching to increase understanding of teaching strategies especially for differentiated instruction and student engagement, ELD, SDAIE.</p> <p>Lesson Planning – Provide training on well-designed, clearly focused lessons for first best teaching and learning.</p> <p>Differentiated Instruction – Provide training for K-12 teachers and paraprofessionals in methods of differentiating instruction including the use of accommodations and/or modifications to meet the needs of Students with Disabilities and English Learners and rapid learners.</p> <p>Assessment – Teachers will receive on-going support for</p>	<p>Responsible persons:</p> <ul style="list-style-type: none"> - Assistant Supt. Of Educational Services - Executive Directors of Network Sites - Site Administrators <p>Timeline:</p> <p>Fall through Spring 2011, utilizing late start Wednesdays, and designated professional development opportunities; subject matter meetings; Feb-June 20112</p>	<p>Extra duty, consultant fees, equip, supplies</p>	<p>\$1, 345,245 \$ 100,000</p>	<p>Title I staff development set aside. unrestricted</p>
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the creation/implementation of curriculum embedded assessments/Targeted Quizzes as they develop and use weekly common assessments in language arts, ELD and math to identify learning needs of each student.

District Monitoring – District administrators receive training to walkthrough classrooms on a regular basis to monitor delivery of instruction.

Pacing Guides-- On-going support of understanding the creation/implementation of Standards Pacing Guides

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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.**

Title III Year 2 LEA Improvement Plan Addendum Outline Template

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

A. Analysis of data based on CELDT, CST, CMA, CAPA, and CAHSEE, and problems found.

Our data analysis began with the district administration staff and site administrators, leadership team, teachers, student learning coaches at each site. The EL/Categorical department conducted the ELSSA with both site and district personnel. The following was found:

AMAO #1

Twin Rivers USD first became effective as a district in Fall 2008. Although district-wide the target of 53.1 was met, the percentage of EL students meeting the target dropped by 5%. This is a concern and we will search for the reason for this decline and target efforts for a turnaround.

AMAO#2

For both ELs in ELD for fewer and more than 5 years scores exceeded targets for attaining English-language proficiency. As expected, students who had been in programs longer than 5 years gained proficiency at a higher rate.

- 72% of RFEP students are proficient in Math on the CSTs overall. Proficiency spikes in the fourth grade with 59% advanced.
- RFEP students do better in math than they do in ELA, with 70% of the RFEP students at proficient or advanced overall.

CAHSEE passage rates are much higher than the proficiency levels in ELA and math...with math outscoring ELA ,

AMAO #3

Twin Rivers Unified School District has not met AMAO #3 targets for proficiency in ELA and Math for the last two years. Progress for EL Sub-group in ELA was flat from 2008-09 to 2009-10. Progress in math was significantly greater. See below.

AMAO 3: AYP for EL Subgroup at the LEA Level: % Proficient								
	2006-07		2007-08		2008-09		2009-10	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math
% Proficient Target	23.0%	23.7%	34.0%	34.6%	45.0%	45.5%	56.0%	56.4%
% Proficient or Above	0.0%	0.0%	0.0%	0.0%	36.3%	44.5%	36.2%	49.3%
Was Target Met? (Y/N)					NO	NO	NO	NO

B. Strengths and weaknesses of current plan:

- iii. Instructional program implementation
- iv. Instructional strategies:
- v. Professional development
- vi. Parental participation

The **strengths** of our current plan based on the analysis of the data showed us that:

The new Math curriculum implemented with extensive staff development and technology applications had a significant impact in our progress for the EL Subgroup. The Proficiency rate was 49.3, just 7.1% below the target in the area of Mathematics. In ELA the use of data through Measures and Aeries provided sites with a better understanding of EL's academic growth over the last two years.

Strengths Include:

- Sites have daily instructional schedules that include all the required minutes for ELA, ELD and Math instruction
- The district adopted new Math materials which includes strategies for supporting English learners.
- The district has established goals and expectations to be implemented in each classroom and monitored by instructional leadership.
- District Benchmark Assessments are aligned with CST and predictive of student achievement.
- The district has established a clear expectation on the EL Master Plan that all English learners will receive appropriate ELD instruction based on assessed need and access to content area curriculum.
- The district developed a model for teaming and regrouping students for ELD instruction and ELA intervention which is now implemented in elementary schools.
- CAHSEE prep classes for EL students in grades 10-12
- District intervention programs more fully addresses the needs of English learners who are struggling readers.
- Secondary sites have implemented the newly approved ELD intensive intervention program INSIDE(7-8) and EDGE (9-12) this year with a strong assessment component
- INSIDE And EDGE pacing guides and instructional calendars (7-12) are in place.
- The summer school program provided targeted ELD instruction as well as intensive reading intervention based on assessed needs.

- Student Learning Coaches in the PI schools have provided valuable support to the implementation of all aspects of the EL program and administration of the CELDT.
- Bilingual paraprofessionals, used effectively to provide primary language support for CELDT Levels 1 and 2 and to communicate with families, have supported student success.
- Use of Smart Boards and other technologies have improved student engagement in math and ELA.
- Parent Involvement Workshops on the Project Inspire modules: on A-G, Parent Rights and Responsibilities, Understanding the school System and Using Technology-School Loop etc. have increased parent involvement and engagement at the all levels.

The weaknesses include:

- Budget constraints have reduced the number of Student Learning Coaches in the schools. This has also delayed the purchase of a new state adopted curriculum for ELA. Open Court and Houghton Mifflin are utilized in different parts of the districts
- There are no ELD Standards-based formative and summative assessments to be able to accurately place students and allow teachers to monitor, assess and make sound instructional decisions for our EL students at the elementary level.
- Students in secondary who are CELDT levels 3-5 would benefit from focus support in content classes and ELA and Math.
- Students who complete EDGE district adopted curriculum need more support in language development.
- The limited use of SDAIE strategies and differentiated instruction during R/LA negatively impacts the achievement of English Learners.
- The District's ELD model has not been consistently implemented. Inconsistencies occur in the areas of instructional grouping, time allotments, and/or adherence to research-based methodologies.
- Currently, professional development opportunities are provided after school, and are therefore voluntary.
- Not all students targeted for after-school intervention are able to attend.
- A Response to Intervention(RTI) model is in the initial stages of implementation
- While all TRUSD sites meet the threshold to have an ELAC, some sites continue to struggle with extremely low levels of parent participation
- Many of our long-term English Learners are not making much progress. We will be focusing on providing more interventions and staff development to bring awareness to district and site administrators, teachers and staff

Instructional Strategies

- The district has established a district-wide focus on effective first instruction in ELA, Math and ELD using a direct instruction, 21st Century and RTI model.
- Active student engagement strategies were a focus in all curricular areas
- Marzano's ELs Research-Based Strategies
- Strategies for developing academic language were introduced.
- Effective ELD strategies were incorporated into the implementation of the ELD curriculum.

English Language Arts and Math Instructional Program Implementation

- Teachers are informed of the requirements for SDAIE and they have had training. Daily implementation using best practices may not be regular or consistent.
- Administrators and coaches may not have had consistent coaching and support with walkthrough and observations/evaluation instruments.
- Not all teachers assigned to ELD employ effective ELD strategies and provide engaging and challenging ELD instruction.
- Not all teachers effectively differentiate instruction for English learners or employ effective scaffolding strategies to provide access to content curriculum
- A clear focus on academic language and opportunities for oral practice is not yet routine.
- Teachers' use of active student engagement strategies, especially for English learners, must continue to be refined.

Implementation of Instructional Interventions for ELA

- For the most part, EL receives the same interventions as do English only students who are falling behind in ELA and math. Some exceptions include our recent purchases and trainings in Reading Assistant and Imagine Learning technology based programs.
- Focused instructional support for teachers with EL students and teachers of ELD must be a priority, given our assessment results with EL students. Differencing instruction in the core and accelerating language acquisition in ELD is a priority.

Professional Development

- More coaching of ELD teachers and monitoring of the ELD implementation is needed to improve program quality. Additional professional development is needed to support all teachers assigned to ELD.
- Though progress has been made to improve first instruction, there is still a critical need to train teachers, provide coaching and continue to monitor classroom practices.
- Content area teachers in language arts and mathematics need training in differentiating and effective instructional SDAIE strategies for English learners, including effective implementation of student engagement strategies during core instruction.
- TRUSD is working with teachers to make sure they are appropriately credentialed to teach ELD.

- District and Site administrators need to have mandatory staff development to have a better understanding of monitoring and supporting the implementation of research based instructional strategies for teaching ELD and differentiating instruction in the mainstream core classes. Staff development for teachers should include modeling effective lessons for ALL CELDT levels in K-12 and differentiating strategies across the curriculum.

Parent Involvement

Parent participation has been increasing in the last year in half. It varies from site to site. Many of our EL parents were filling complaints during the first two years of TRUSD because of lack of communication and not having a clear understanding of the new district and school system. At secondary sites, many parents were feeling excluded from the decision making process. Sites were not providing information in the primary language of the parents or interpreting services at SST and IEPs. In addition, many of our parents did not have a clear understanding of CELDT, A-G requirements, AP classes, Assessments and graduation, to name a few. TRUSD realized the need to improve the communication to our families and community was very critical. As a result an MOU with the California Association of Bilingual Educators (CABE) was created where district staff who are English only and bilingual in Spanish, Hmong and Russian were trained to facilitate the 12 different modules that are researched based to meet the needs of ALL parents. Parents also were involved in the process and development of a TRUSD Parent Policy and have become involved in Con-App, LEA Plan and EL Master plan. In addition, DELAC, DAC, ELAC and School Site Council trainings were provided to committee members and administrators so they would all have a better understanding of the function of these committees.

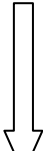
Factors contributing to failure to meet AMAO(s)

- Data analysis has been ineffective in identifying individual needs of students. Up until now, teachers have been learning our data management systems, Measures and Aeries, and generating reports for whole schools and classes. Some teachers and administrators and school leadership teams are still building capacity at the lower levels of data utilization in their instruction. More training and guidance and supervision and collaboration around clear goals for data projects should build sophistication in managing data to identify individual needs for ELs.
- Teacher knowledge and training relating to best instructional strategies for ELs to maximize their growth in ELA and Math is needed.
- Lack of a unified ELD program at the elementary level. The old adoption materials have grown “tired” in the classroom and teachers need something new and different to motivate them to engage in different practices.

- Our long-term ELs may have remained at the Intermediate level at elementary and secondary because some were not delivering ELD on a daily basis. Some students received instruction daily while others received none at all. Classroom observations and interviews with site staff and administration confirmed that ELs are not consistently grouped according to CELDT proficiency levels and ELD instruction is not considered core instruction.
- Time allotments vary from site to site and materials are inconsistent across the K-12. The lack of structure in ELD program may account for inconsistent progress through CELDT proficiency levels
- Our data, interviews with site and district staff and ELSSA survey also reveal that although data is collected (district assessments and benchmarks) through Measures and Aeries, they are not used effectively in determining how to place students in the appropriate classrooms, to differentiate instruction or to determine effective interventions.

Conclusion: As we reviewed the qualitative and quantitative data, Twin Rivers Unified School District many English learners are having difficulty progressing past the Intermediate level on CELDT and are not succeeding in meeting CELDT / CST ELA and Math /CAHSEE targets. Especially those that are long-term ELs, students who have been in US schools more that 6 years are struggling to meet academic targets. Instruction for these students is not yet sufficiently targeted and rigorous to ensure that they are able to close these significant learning gaps and successfully meet A-G requirements. As TRUSD became a district in 2008, lots has been done to establish schedules that provide for all students to receive the appropriate ELD instruction, there continues to be a need for improving the instructional delivery through professional development, monitoring, walkthroughs, classroom observations and review of student data utilizing Measures and Aeries and continue the communication and outreach of all parents.

<i>Educational activities to improve English proficiency and academic achievement</i>	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
2. Describe scientifically based strategies to improve English-language Development (ELD). (AMAOs 1 and 2)	NA	NA	NA	
Monitoring by Regional COE Lead				
3. Describe scientifically based research strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3;ELSSA) Direct instruction model implemented with fidelity, including differentiating instruction for English				

<p>learners</p> <ul style="list-style-type: none"> Teachers and Student Learning coaches(SLCs)and Principals will be trained and coached in the use of the ancillary materials for English learners in all the core adopted ELA programs District Executive Directors and Principals will monitor teachers’ use of response frames to teach and practice academic language Principals and SLC will monitor teachers’ use of active engagement strategies such as choral response, group alert, think/pair/share, etc. with a particular focus on the engagement and participation of ELs <p>Identification of and support for instructional needs of long-term English learners in reading/language arts, including appropriate interventions</p> <ul style="list-style-type: none"> All English long-term EL will be placed in the appropriate core ELA class based on assessed needs <p>The following interventions will be provided as needed:</p> <ul style="list-style-type: none"> Reading Assistant –Scientific Learning Image Learning ELD support classes to preteach, reteach and close skill gaps CAHSEE support classes for ELA Afterschool programs including ASES and Title I 	<p>Feb 2011- June 2012 Monthly</p> <p>Feb 2011- June 2012 Quarterly May 2011</p> <p>Daily February 2011-June 2012</p> <p>Quarterly Jan 2011- June 2012</p> <p>Daily Jan. 2011- June 2012</p> 	<p>Responsible persons:</p> <ul style="list-style-type: none"> Assistant Supt. Of Educational Services Executive Directors of Network Sites Site Administrators <p>Timeline:</p> <p>Fall through Spring 2011, utilizing late start Wednesdays, and designated professional development opportunities</p>	<p>Extra duty EIA- \$15,000 Title I 5,000</p> <p>No cost</p> <p>No cost</p> <p>District funded</p> <p>No cost for core/ancillary materials</p> <p>EIA- \$150,000 LEP- \$100,000 SCE- \$25,000 TI- \$25,000</p> <p>Title I/ARRA \$50,000</p>	
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<p>intervention</p> <ul style="list-style-type: none"> • Summer school intervention in R/LA based on assessed need 	<p>Summer 2011 and 2012 Quarter or trimester June 2011- June 2012</p>		<p>(Intervention/Support) Title I/ARRA Extra hrs \$200,000 (after school) Title I Summer school \$200,000</p>	
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA)</p> <p>Direct instruction model implemented with fidelity, including differentiating instruction for English learners</p> <ul style="list-style-type: none"> • Teachers will be trained and coached in the use of the ancillary materials for English learners in all the core adopted math programs • Principals will monitor teachers' use of response frames to teach and practice academic language • Principals will monitor teachers' use of active engagement strategies such as choral response, group alert, think/pair/share, etc. with a particular focus on the engagement and participation of ELs 	<p>Feb 2011 April 2011</p> <p>January 2011 Feb 2011 May 2011</p> <p>January 2011 Feb 2011 May 2011</p>	<p>Responsible persons:</p> <p>- Assistant Supt. Of Educational Services</p> <p>- Executive Directors of Network Sites</p>	<p>EIA- \$15,000 LEP-\$15,000 T1 - \$20,000</p> <p>No cost</p> <p>No cost</p>	

<p>using a ELD observation form</p> <p>Identification of and support for instructional needs of long-term English learners in mathematics, including appropriate interventions</p> <ul style="list-style-type: none"> All English long-term EL will be placed in the appropriate core math class based on assessed needs <p>The following interventions will be provided as needed:</p> <ul style="list-style-type: none"> Math lab support classes that pre-teach, re-teach and close skill gaps ST Math online supplemental support program CAHSEE support classes for math After school programs including ASES and Title I intervention Summer school intervention in math based on assessed need 	<p>Quarterly Jan 2011- June 2012</p> <p>Daily Jan 2011- June 2012</p> <p>Summer 2011 and 2012</p> <p>Quarter or trimester June 2011- June 2012</p>	<p>- Site Administrators</p>	<p>District funded</p> <p>EIA- \$100,000 Title I/ARRA \$50,000 Title I/ARRA Extra hrs \$50,000</p> <p>(after school) Title I Summer school \$200,000</p>	
<p>5. Describe scientifically based research professional development strategies and activities, including</p>				

<p>coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. (ELSSA)</p> <p>A. High quality first instruction using the Marzano’s Effective EL Strategies and RTI)</p> <ul style="list-style-type: none"> Identified teachers will receive training and support on the elements of effective first instruction, including differentiation for English learners Continued focus on site training and coaching on effective implementation of direct instruction and active student participation strategies, including the structured practice and development of academic language Content teachers will receive training on the use of scaffolding strategies and ancillary materials for English learners Effective ELD, SDAIE, and Math Strategies (for classroom observations) <p>B. Targeted ELD instruction</p> <ul style="list-style-type: none"> Teachers assigned to ELD will participate in training on the approved ELD materials and effective ELD strategies <p>C. CELDT and ELD Progress Monitoring</p> <ul style="list-style-type: none"> A cadre of CELDT testers will be trained on the administration of CELDT and assigned to schools to complete the annual assessment as efficiently as possible K-5 teachers will be trained on the ELD progress 	<p>Monthly site collaboration meetings Jan 2011 – May 2012</p> <p>Quarterly Feb. 2011- June 2012</p> <p>Late Wednesday Meetings and Trainings Feb 2011 - May 2012</p> <p>Monthly Feb 2011- May 2012</p> <p>Monthly Feb-2011-May 2012</p> <p>Monthly</p>	<p>Responsible persons:</p> <ul style="list-style-type: none"> - Assistant Supt. Of Educational Services - Executive Directors of Network Sites - Site Administrators <p>Timeline:</p> <p>Fall through Spring 2011, utilizing late start Wednesdays, and designated professional development opportunities</p>	<p>Title I PD \$15,000</p> <p>No cost</p> <p>Title I PD/ Title II Extra hrs \$15,000</p> <p>EIA- \$250,000 LEP-\$250,000 (extra hrs) (trainers)</p> <p>EIA-\$30,000 LEP-\$20,000 (admin)</p> <p>EIA-LEP</p>	
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<p>monitoring assessments and use of scores for placement and instruction</p> <ul style="list-style-type: none"> 6-12 teachers will be continue to be trained in INSIDE and EDGE and effective EL Strategies and RTI. 	<p>Feb 2011- May 2012</p> <p>Feb-2011- May 2012</p>		<p>(extra hrs) \$15,000</p> <p>EIA-LEP (extra hrs) \$15,000</p>	
<p>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</p> <p>The district will develop and coordinate parent involvement effort to more effectively engage parents of English learners in our schools, and district.</p> <p>A. Provide clear and timely communication</p> <ul style="list-style-type: none"> Language- Line- Carmazzi and NTI Message, a computerized phone/email system, is used by all sites to notify parents in English, Spanish and Hmong of important school activities and events. It is also used to provide timely communication in the event of an emergency or urgent situation. School Loop, parent access to the student attendance and grading information, is available to all parents with an email account. Sites provide training on how to access the system and computer access for families who do not have internet at home. Documents are translated into Spanish and Hmong 	<p>Monthly, Jan 2011- Jun 2012</p> <p>Quarterly Trainings Feb 2011 – June 2012</p> <p>Daily</p>	<p>Responsible persons:</p> <ul style="list-style-type: none"> - Assistant Supt. Of Educational Services -Director, Community and Family Involvement - Executive Directors of Network Sites 	<p>EIA- \$12,000 LEP- \$13,000 (admin)</p> <p>No cost</p> <p>EIA- \$12,000</p>	

<ul style="list-style-type: none"> The district website provides Google translation to facilitate parents' ability to access posted information in the primary language. Bilingual Paraprofessionals provide a communication link with Hmong- and Spanish-speaking families regarding the educational system and school requirements, student academic performance, important events and training opportunities for parents. All new Spanish and Hmong speaking parents are contacted. <p>B. Provide opportunities for parent participation and training</p> <ul style="list-style-type: none"> Develop and implement strategies to improve participation in site and district level committees (ELAC / DELAC, SSC, PTA, and PTO) which provide opportunities for parents of English learners to be informed of and advise on plans and initiatives related to the education of their children. <ul style="list-style-type: none"> Information for parents at registration Parent contact and recruitment at back-to-school night Personal/phone contact in primary language Parent interest surveys <p>Implement the following programs at the site or district level as appropriate to support families of English learners:</p>	<p>Jan 2011 - Jun2012</p> <p>Quarterly Apr 2010 – Jun2011</p> <p>Weekly Parent contact Jan 2011 – June 2012</p> <p>Quarterly January 2011 June-2012</p>	<p>- Site Administrators</p> <p>Timeline:</p> <p>Fall through Spring 2011, utilizing designated community and family events and parent group meetings</p>	<p>LEP- \$13,000 (admin)</p> <p>No cost</p> <p>Title III \$50,000</p> <p>LEP (extra hrs) \$1,000</p>	
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<ul style="list-style-type: none"> • <i>Project Inspire- California Association of Bilingual Educators 12 modules – Includes the following:: Parents Rights and Responsibilities, High School and Beyond- A-G, Understanding Report cards, School and district Committees, Understanding state and Federal Accountability., etc. Parent workshops are conducted in the primary language of parent: English, Hmong, Spanish and Russian</i> • <i>Latino Family Literacy Project and Community Based English Tutoring – 10- week sessions in English and Spanish on how to develop literacy skills and develop a reading routine with your child and parents learning English using Step into English</i> • <i>Home Visit Program – train and support teachers in making home visits to connect with families and improve communication between home and school</i> 	<p>Quarterly Trainings August 2010- June 2012</p> 		<p>Title I Parent Involvement Contract \$15,000 Child care \$1,000</p> <p>Title III Materials \$8,000</p> <p>Title I Parent involvement \$1,500</p>	
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>	<p>n/a</p>			

b. **Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.** (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).

Please describe those goals and targets.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>By Spring 2011, 67% of TRUSD EL students will achieve proficient or above scores (or at a minimum reach “Safe Harbor”) in ELA as measured and reported on the 2011 District AYP report.</p> <p>By Spring 2011, 67 of TRUSD EL students will achieve proficient or above scores (or at a minimum reach “Safe Harbor”)in Math as measured and reported on the 2011 District AYP report.</p> <ul style="list-style-type: none"> • AMAO 1: By Fall 2011, 54.6% of TRUSD EL students will meet the annual growth target for AMAO 1. • AMAO 2: By August 2011, 43.5 of TRUSD cohort EL students in the district five or more years and 18.7% for students less than five years will meet the annual growth target for AMAO 2. <p>By August 2011, TRUSD students will achieve a district-wide API of 767.</p> <p>Special Education Students are expected to reach their IEP Goals each school year as well as make expected AYP growth. CMA tests will be used where appropriate</p> <p>*All High School (10th – 12th) students are expected to pass the CAHSEE; students at risk for not passing CAHSEE</p>	NA	NA	NA	NA

are provided with appropriate CAHSEE prep programs and/or tutoring.				
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7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Summer School Credit Recovery: During the summer, high school students who have failed a course are encouraged to attend summer school for credit recovery. Some students are in need of more than 25 credits to meet chronological graduation credit levels. Summer School courses principally support the core areas, with emphasis on ELA/Math.</p> <p>Supplemental Educational Services (SES): are available for all students who qualify (being from low income families and attending schools that are in Year 2 or higher of PI). SES programs provide remediation and intervention in ELA, math, and science.</p> <p>After School Education Safety (ASES) programs operating, serving students in grades K-12 with approximately 2425 students enrolled each day. Students have dedicated time for homework and enrichment activities.</p> <p>Power Hour is in place at the junior high school. It operates one hour a day to provide students opportunities to catch up with learning gaps in the core subjects. Various tutoring programs are offered by individual sites as planned within their Single Plans for Student Achievement. Some are during the school day and others are offered after school.</p> <p>Extended day programs support regular core classroom</p>	<p>Responsible persons:</p> <p>- Assistant Supt. Of Educational Services</p> <p>Fall 2010 through Spring 2011</p>	<p>Supplies, equip, technology</p> <p>Parent outreach, printing, postage, C&I staff</p> <p>Contract, snacks; transportation; technology; materials; supplies</p> <p>Extra duty, snacks, materials, technology, supplies</p>	<p>\$300,000</p> <p>\$2,000,000</p> <p>\$5,000,000</p> <p>\$3,000,000</p>	<p>Title I</p> <p>Title I</p> <p>ASES, Title 1; unrestricted</p> <p>Title I, EIA, TIIBG; SLIBG</p>

instruction and communication between the regular classroom teachers and remedial tutors and extended program staff is supported.				
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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>Back to School Night and Open House: each school campus in the district has both a Back to School Night and an Open House event at the beginning of the school year and in the Spring. Students receive notices to send home, parent newsletters are sent out, the dates are posted on our website, and our auto-dialer system notifies parents of this event.</p>	<p>Responsible persons:</p> <ul style="list-style-type: none"> - Assistant Supt. Of Educational Services 	<p>Printing, postage, refreshments</p>	<p>\$45,000</p>	<p>Titel I, EIA; SLIBG; TIIBG; parent clubs, gf; donations</p>
<p>The district website informs parents about district level events and highlights activities at the sites.</p>	<ul style="list-style-type: none"> - Executive Directors of Network Sites - Site Administrators 	<p>License fee, salaries, maintenance</p>	<p>\$60,000</p>	<p>Unrestricted</p>
<p>School Loop is a powerful communication tool for parent involvement. Parents can access students' grades, assignments, and communicate with teachers. School activities, calendars, and directories are available on the web based program. Teacher and Parent training to maximize communication with this tool</p>	<p>Timeline:</p> <p>Fall 2010 through Spring 2011</p>	<p>License fee, salaries, maintenance; extra duty</p>	<p>\$75,000</p>	<p>Unrestricted</p>
<p>Parents are provided with STAR test results, School Accountability Report Cards, quarterly report cards and progress reports.</p>		<p>Postage, printing, clerical</p>	<p>\$215,000</p>	<p>Unrestricted, Title I</p>
<p>Two district administrators facilitate parent involvement activities at the district level and support and advise sites regarding parental involvement matters.</p>	<p>Responsible persons:</p> <ul style="list-style-type: none"> - Assistant Supt. Of Educational Services 	<p>Facilities, printing, postage, refreshments, supplies,</p>	<p>\$ 750,000</p>	<p>Unrestricted; Title I EIA; Title III;TIIBG</p>

<p>Parents of students in Program Improvement schools are notified in English, Spanish, Hmong, and Russian of their rights to:</p> <ul style="list-style-type: none"> • “School Choice”—to transfer their child to a non-program improvement school • Supplementary Educational Services—private tutorial services • request the qualifications of their child’s teachers and paraprofessionals • know that their child has been taught for four consecutive weeks by a teacher who is not highly qualified <p>Most district sites use auto-dialer services to regularly communicate with parents about attendance and school events.</p> <p>Parent Information Resource Centers will provide settings for parent trainings and resources within the neighborhood networks...</p> <p>Parent representatives serve on the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) meet monthly to address achievement issues involving Title I students and English Learners.</p> <p>SSTs and IEPs review student assessment and other information with parents and discuss intervention and support for referred students.</p>	<p>- Executive Directors of Network Sites</p> <p>- Site Administrators</p> <p>Timeline:</p> <p>Fall 2010 through Spring 2011</p>	<p>translation</p> <p>Printing, postage, supplies, translation</p> <p>Annual fee</p> <p>District and site staff, custodians, building maintenance</p> <p>Refreshments, translation, printing, supplies, outreach</p> <p>Supplies, translation, printing</p>	<p>\$145,000</p> <p>\$10,000</p> <p>\$213,000</p> <p>\$7,000</p> <p>\$6,000</p>	<p>Title I, unrestricted</p> <p>Gen fund</p> <p>Title I</p> <p>Title I, EIA, unrestricted</p> <p>EIA, unrestricted</p>
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

Local Educational Agency (LEA) Information

Name of LEA: TWIN RIVERS UNIFIED SCHOOL DISTRICT

County District Code: 34-76505

Date of Local Governing Board Approval: JANUARY 4, 2011

District Superintendent: MR. FRANK PORTER

**Address: Mailing: 3222 WINONA WAY
Physical: 5115 Dudley Avenue
Phone: 566-1600 EXTENSION 50160**

**City: NORTH HIGHLANDS
McClellan
FAX: 916-566-1600**

**Zip Code: 95660
95652
E-mail:
frank.porter@twinrivers
usd.org**

Signatures:

On behalf of LEA and participants included in the preparation of this Program Improvement LEA Plan Addendum

	Frank Porter	
_____ Signature of Superintendent	_____ Printed Name of Superintendent	_____ Date

	Michelle Rivas	
_____ Signature of Board President	_____ Printed Name of Board President	_____ Date

	Lorena Morales-Ellis	
_____ Signature of Title III English Learner Coordinator/Director	_____ Printed Name of Title III English Learner Coordinator/Director	_____ Date

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA Plan 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.*